

BOARD OF TRUSTEES REGULAR MEETING  
CLC 104 (West Classroom of Center for Innovation and Entrepreneurship) 6:00 p.m.  
January 10, 2019

AGENDA

- I. ROUTINE
- A. Call to Order
  - B. Approval of Agenda Action
  - C. Welcome Guests
  - D. Pledge of Allegiance
  - E. Mission Statement – Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.
  - F. Vision Statement – To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment.
  - G. Approval of December 13, 2018 meeting minutes. Action      Section 1
- II. INSTITUTIONAL OPERATIONS
- A. Annual Board of Trustees Elections and Appointments Action
    - Nominate and Elect Board Chair
    - Nominate and Elect Board Vice-Chair
    - New Chair Appoints Audit Committee
    - New Chair Appoints Kansas Association of Community College Trustees Representative
  - B. On-line Program Update – Jared Wheeler Report      Section 2
  - C. Scholarship Report – Laura Allison Report      Section 3
  - D. Allow Payables Action      Section 4
  - E. President’s Update – Dan Barwick Report      Section 5
    - Accreditation Progress Report
    - Strategic Planning Progress Update
    - Dashboard Review
- III. CONSENT AGENDA Action
- A. Financial Report (acknowledge receipt)
  - B. Personnel Report (acknowledge receipt) Section 6
  - C. Grant Progress Report Section 7

The Annual Computer Information Technology Program Review is included for reference only and requires no action.  
The Annual Web Design and Development Program Review is included for reference only and requires no action.  
The Annual Culinary Arts and Hospitality Management Program Review is included for reference only and requires no action.  
The Annual Automotive Technology Program Review is included for reference only and requires no action.  
The Annual Music Program Review is included for reference only and requires no action.  
The Annual Art Program Review is included for reference only and requires no action.  
The Annual Social Sciences Program Review is included for reference only and requires no action.  
The Annual Health, Physical Education, and Recreation Program Review is included for reference only and requires no action.  
The Annual Early Childhood Education Program Review is included for reference only and requires no action.  
The Annual Business Administration Program Review is included for reference only and requires no action.

- IV. EXECUTIVE SESSION – Attorney/Client Privilege.
- I move that we recess for an Executive Session for consultation with the College attorney regarding (*insert subject to be discussed*), pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at (*insert time*) in CLC 104 of the Cessna Learning Center. Those invited to attend are: (list attendees).

V. EXECUTIVE SESSION – Non-elected Personnel.

I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

VI. ADJOURN

Action

# ***PUBLIC PARTICIPATION AT BOARD MEETING***

## Items on the Agenda

Members of the public wishing to appear before the Board concerning an item which is on the agenda must fill out one of the cards provided and present the card to the Board Clerk. There are three opportunities for public comment during regular meetings.

First, the public may comment on any item on the agenda during a period at the beginning of meetings, with a total comment period of ten minutes and individual comments limited to two minutes. This comment period may be extended by Board vote.

Second, prior to each Board vote, the public will be invited to speak directly to the issue being voted upon.

Third, any member of the public may make a lengthier presentation on agenda items, provided that a request for such a presentation is made in writing in advance of the meeting. Permission to make such presentations, and their length, is at the discretion of the Board Chair.

## Information to the Audience

The Board members receive the complete agenda along with background material that they study individually before action is taken at the meeting. Any member of the Board may remove items from the consent agenda at the time of the meeting.

## **Examples of Motions for Executive Session**

*Remember that a motion to move into executive session needs to state the subject, provide justification, and state a time and place for return to open session*

EXECUTIVE SESSION: Non-Elected Personnel

**Sample Subjects:** Employee job performance; employee evaluations; or annual review of probationary employees.

I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Negotiations

**Sample Subject:** Faculty and Board proposals.

I move that we recess for an executive session for the purpose of discussing *(insert subject to be discussed)*, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Possible Acquisition of Real Estate

**Sample Subject:** For future expansion.

I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the preliminary discussion on acquisition of real estate exception, K.S.A. 75-4319(b)(6). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Attorney/Client Privilege.

**Sample Subjects:** Ongoing litigation; a settlement proposal; or a claim made against the College.

I move that we recess for an Executive Session for consultation with the College attorney regarding *(insert subject to be discussed)*, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

BOARD OF TRUSTEES REGULAR MEETING  
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.  
December 13, 2018

MINUTES

**Members Present**

Val DeFever  
Mike Wood  
Terry Clark  
Norman Chambers  
Jana Shaver  
Cynthia Sherwood

**Others Present**

Daniel Barwick, President  
Kara Wheeler, Vice-President for Academic Affairs  
Wendy Isle, Chief Business Officer  
Beverly Harris, Executive Assistant/Board Clerk  
Keli Tuschman, Vice-President for Operations  
Brittany Thornton, Director of Enrollment and Retention Management  
Eric Montgomery, Chief Information Officer  
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services  
Jared Wheeler, Director of On-line  
Jessica Morgan-Tate, Compliance Officer/Title IX  
John Eubanks, Faculty Senate President  
Ben Seel, Professor of Political Science  
Cody Westerhold, Head Cheer/Stunt Team Coach

**Guests**

Susan Scovel, Reporter  
George Cagle, Community Member

I. ROUTINE

- A. Call to Order – Chair DeFever called the meeting to order at 6:00 p.m.
- B. Approval of Agenda – Val DeFever informed the group that the Consent Agenda item “F. Revisions to Procedures Section of Board Policy Manual” would be moved forward on the agenda for discussion following item “B.” of Institutional Operations. Terry Clark moved to approve the revised amended agenda as noted. Norman Chambers seconded the motion and the motion carried 6-0. Dr. Barwick recognized Taylor Crawshaw and Jessica Morgan-Tate for the massive amount of work accomplished in development of the Kansas Board of Regents Civil Rights Audit Report and shared that the section of the agenda moved forward was to facilitate continued efforts on finalizing the report for delivery in Topeka on Friday.
- C. Welcome Guests – Chair DeFever welcomed the guests and recognized community member, George Cagle.
- D. Pledge of Allegiance – George Cagle led the group in recitation of the Pledge of Allegiance.
- E. Mission Statement – Terry Clark read the College Mission Statement.
- F. Vision Statement – Cynthia Sherwood read the College Vision Statement.
- G. Approval of November 8, 2018 meeting minutes – Mike Wood moved to approve minutes of the November 8, 2018 Board meeting. Cynthia Sherwood seconded the motion and the motion carried 6-0.

Dr. Barwick recognized Jay Jones’ resignation and publicly commended his significant tenure at Independence Community College as both an employee and member of the Board of Trustees.

Meeting attendees were informed that the meeting would be interrupted at 7:00 p.m., as an Executive Session conference call with an attorney was scheduled.

## II. INSTITUTIONAL OPERATIONS

- A. Board Policy TRU-918 Non-Discrimination/Second Reading – Val DeFever read the second reading of Board Policy TRU-918. Jana Shaver moved to adopt Policy TRU-918 as read. Terry Clark seconded the motion and the motion carried 6-0.
- B. Board Policy TRU-919 Non-Retaliation/Second Reading – Val DeFever read the second reading of Board Policy TRU-919. Terry Clark moved to adopt Policy TRU-919 as read. Norman Chambers seconded the motion and the motion carried 6-0.
- F. Revisions to Procedures Section of Board Policy Manual – Jessica Morgan-Tate noted that revisions basically involved the grievance procedure. Norman Chambers moved to adopt the proposed procedure revisions. Mike Wood seconded the motion and the motion carried 6-0.
- C. Academic Update
- Culinary Art Program – Kara Wheeler provided an update of the Culinary Art Program and shared that the adjunct instructor obtained for the program is moving and has withdrawn his interest. It was also noted that the option of utilizing local chefs as adjunct instructors is being explored.
  - Art Instructor Search – Kara Wheeler informed the group that a large pool of candidates have applied for the position and interviews started that day. The top three candidates will be invited to campus in January for face-to-face interviews. Hopefully the individual selected for the position can commence work in February and begin building the Program from the ground up, as well as recruiting students for the Program. Dr. Barwick commended Kara Wheeler and Mike Wood for their work toward filling this position.
  - Online Classes – Jared Wheeler shared that an 8-week format of the Early Childhood Education Program launches in January; two new instructors have been identified for the modular program. Criminal Justice launches in March; Chief of Police Jerry Harrison, and Judge Jeff Gettler are instructors for the program. Mr. Wheeler shared that they are in the fact-finding stage for partnering with an existing outside entity for building robust online programs; more information will be presented during the January Board of Trustees meeting.
- D. 2019-2020 Tuition and Fees/Room and Board Proposal – At the beginning of discussion, individual members of the Trustees stated they would not consider a mill increase. Wendy Isle informed the group that the 2019-2020 proposal mirrored the process utilized last year and only reflected an increase in charges equal to the rate of inflation. Cynthia Sherwood questioned the food service contract with Great Western Dining Services. It was noted that two years remain on the food service contract agreement; however, the contract renews on an annual basis and contains options for early termination. Terry Clark stated that Great Western should be held accountable for the poor quality of service provided ICC students, and suggested they refund students a percentage of the money collected this past year. Trustee Clark added that many students live in the dorms and are required to select a meal plan; however, they rarely eat in the cafeteria due to the quality of the food offered. Dr. Barwick shared that Tammie Geldenhuys is chairing a committee of students and College employees for exploration of alternative food service providers. Val DeFever also voiced concerns about whether students in the residence halls are getting what they pay for as her CP2 students have reported that the food service is poor; they only have access to two washers and dryers; and, the Internet service is inadequate. Wendy Isle informed the Board that the 2019-2020 proposal reflected the maximum charges and meal charges could be reduced at a later date; however the tuition and fee rates required establishment for recruiting and admission purposes. Following further discussion, Cynthia Sherwood moved to approve the 2019-2020 Tuition and Fees/Room and Board Proposal. Mike Wood seconded the motion and the motion carried 6-0.
- V. EXECUTIVE SESSION: Attorney/Client Privilege – Norman Chamber moved the Board go into Executive Session for consultation via conference call with Attorney, Jeremy Merkel, regarding a legal matter pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 7:20 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick and Eric Montgomery. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:05 p.m. and returned to Open Session at 7:20 p.m. Norman Chambers moved the Board go into Executive Session for consultation via conference call with Attorney Jeremy Merkel regarding a legal matter pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 7:45 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were Dr. Barwick and Eric Montgomery. Mike Wood seconded the motion and the motion carried 6-0. The Board entered Executive Session at 7:22 p.m. and returned to Open Session at 7:45 p.m.

- E. KACCT/COP December Meeting Update – Jana Shaver noted that the Fab Lab tour and Sunday evening dinner were great events. Terry Clark commended all the ICC employees who assisted with the Fab Lab tour Sunday afternoon. Jana shared that KACCT Executive Director, Linda Fund, is retiring. Trustee Shaver also informed the group that KACCT is working on a marketing plan for all the Kansas community colleges.
- F. Allow Payables – Mike Wood moved to allow payables. Terry Clark seconded the motion and the motion carried 6-0.
- G. President’s Update – Dan Barwick shared that former ICC President, Leon Foster, passed away. An update on accreditation progress was provided; Dr. Barwick noted that College standing committees, the Student Government Association, and co-curricular groups developed Operational Plans for demonstration of campus-wide commitment and involvement in addressing the Board’s Strategic Plan goals. In the event a conflict of interest was discovered, we received documentation for our review from the Higher Learning Commission identifying the site visit team members. Dr. Barwick shared that Strategic planning has been in a two-month data-gathering phase. Listening Sessions were held in the community, on campus, at ICC West, and in Cherryvale. Surveys were administered to students and through various social media avenues, as well. Dr. Barwick noted the longer version of the Operational Plan Update due to inclusion of standing committees’ and co-curricular groups’ Operational Plans. The Trustees were reminded of the Annual PTK Honors Luncheon scheduled in Topeka on March 7, 2019. Dr. Barwick shared that the College closed on the loan paperwork through First Oak Bank for the practice field and came in under the amount approved by the Board of Trustees. An additional \$40,000 donation was received that day; \$20,000 toward the practice field, and the remaining \$20,000 toward other athletic areas. Val DeFever requested the exact figures related to donations received for the practice field and the ICC Foundation match, as well as the exact loan amount, so a response to the factually inaccurate cartoon featured in the Independence Daily Reporter could be considered. Wendy provided highlights of the Dashboard and noted that it would appear on the College website in January. Norman Chambers identified an error between the information presented to the Board in July and the data portrayed in the Dashboard; he stated that was why he voted “No” to the mill levy increase during the budget planning cycle. Val DeFever requested a memo at the front of the Dashboard which identifies when revenue is received during the year. Dr. Barwick ended his update by thanking everyone who assisted with organization of the Fall Graduation Ceremony, and the Trustees whose schedules permitted attendance and participation. Val DeFever inquired about the current enrollment status; Brittany Thornton informed the group that projections show enrollment down 21% from last year; however, Fall-to-Fall retention went up from 31% to 37%. Val DeFever informed meeting attendees that Keli Tuschman has resigned; she added that Ms. Tuschman will be truly missed and her shoes will be hard to fill.

III. CONSENT AGENDA – Norman Chambers moved to approve the Consent Agenda. Terry Clark seconded the motion and the motion carried 6-0. The Consent Agenda included receipt of the financial, personnel, and grant progress reports. The personnel report included separations of: Paul Holmes from the Assistant Football Coach position; Daniela Pena from the Head Volleyball Coach position; Beau Ratzlaff from the Maintenance/Custodial position; Jordan Remza from the Assistant Football Coach position; and, Matt Smith from the Assistant Football Coach position. Also included in the Consent Agenda was approval of the bid received from Gerber Tours in the amount of \$28,620 for transportation, lodging, and cultural events for the 2019 Upward Bound Summerfest trip to Houston and Galveston, Texas. Payment to McDonnell & Company in the amount of \$10,660 for acoustical shells for used by the Fine Arts Department was also included in the Consent Agenda.

The Annual Computer Science Program Review and the Annual Administrative Office Assistant Program Reviews were included in the Board Agenda packet for reference only and required no action.

Val DeFever informed meeting attendees that no action would be taken following Executive Session.

IV. EXECUTIVE SESSION – Non-Elected Personnel. Jana Shaver moved the Board enter Executive Session for discussion of non-elected personnel pursuant to K.S.A. 75-4319(b)(1). Open Session would resume at 9:25 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick was invited to attend. The Board entered Executive Session at 9:10 p.m. The Board returned to Open Session at 9:25 p.m. Jana Shaver moved the Board enter Executive Session for discussion of non-elected personnel pursuant to K.S.A. 75-4319(b)(1). Open Session would resume at 9:55 p.m. in CLC 104 of the Cessna Learning Center. Dr. Barwick was invited to attend. The Board entered Executive Session at 9:25 p.m. The Board returned to Open Session at 9:55 p.m.

Upon returning to Open Session in CLC104, the Board and Dr. Barwick discussed possible expansions of community and technical education programs.

- VI. ADJOURN – Jana Shaver moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 6-0. The meeting adjourned at 10:25 p.m.

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Beverly Harris  
Board Clerk

Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act of 1964, Title IX regulations of 1972, Section 5 of the Social Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.

DRAFT

# Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD  
President

Date: January 10, 2019

Re: Online Update

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Jared Wheeler will present an update of Online Classes.



## I. Institutional Aid

### a. Definition

- i. Institutional aid is defined as any monies awarded to ICC students to assist in the payment of educationally related expenses while a student at ICC.
- ii. Institutional aid includes, but is not limited to:
  1. Athletic scholarships offered by Letter of Intent (LOI);
  2. Co-curricular scholarships:
    - a. Ambassador;
    - b. Art;
    - c. Athletic Training;
    - d. Band;
    - e. Cheer/Dance;
    - f. First Mate (Dorm Residents Only);
    - g. Speech/Debate;
    - h. Sports Management;
    - i. Stunt;
    - j. Team Manager;
    - k. Theatre;
    - l. Vocal; and
    - m. Writing.
  3. Academic Scholarships:
    - a. Presidential;
    - b. Vice Presidential;
    - c. Academic Excellence;
    - d. Pirate Gold;
    - e. NOW Transfer (Concurrent Transfer);
    - f. Captain's Excellence (Dorm Residents Only); and
    - g. Academic Athlete
  4. Other Scholarships:
    - a. By Certificate;
    - b. Employee;
    - c. ICC NOW (high school);
    - d. In-District Resident;
    - e. Neewollah; and
    - f. Senior Citizen
    - g. Resident Assistant Meals and/or Housing;
    - h. Student Labor employment

b. Awarding

i. Financial Need

1. No provision herein shall be construed to limit or replace the Federal Methodology for determining Federal Student Aid.
2. No provision herein shall be construed to limit or replace the scholarships award through a Letter of Intent (LOI).
3. All institutional aid is awarded based on a student’s “financial need” as defined by ICC’s Institutional Methodology (IM) for “financial need.”
4. No institutional aid shall exceed a student’s IM “financial need.”
5. IM “financial need” is calculated as follows:

**Direct Cost of Attendance\* minus Federal Student Aid+ minus Outside Aid#**

\* - Actual charges for tuition, any fees, bookstore (consumable) charges, meals, housing

+ - Any need-based Title IV Federal Student Aid (Pell Grant, SEOG, Federal Work Study, SSS Grant)

# - Any awards to students from outside entities (high school scholarships, ICC Foundation scholarships, organization scholarships, KBOR scholarships, tribal scholarships, state agencies, third-party payers, etc.)

ii. Off-Campus and On-Campus Residents:

1. Off-Campus students, i.e., students not residing in on-campus housing may receive institutional scholarships up to \$500, but not to exceed the student’s IM “financial need.”

E.g., On Campus Resident	Tuition	\$900.00
One Semester	Academic Fee	\$675.00
15 Credit Hours	Innovation Fee	\$450.00
	Student Accident Insurance	\$35.00
	Bookstore Charge	\$110.89
	Bookstore Sales Tax	\$9.98
	Meal Plan	\$1,390.00
	Captain’s Quarter’s Housing	\$1,225.00
	Housing Deposit	\$200.00
	<b>DIRECT COST</b>	<b>\$4,995.87</b>
	Pell Grant	(\$3,048.00)
	SEOG	(\$100.00)
	ICC Foundation Scholarship	(\$500.00)
	Rotary Club Scholarship	(\$200.00)
	<b>TOTAL TITLE IV AND OUTSIDE AID</b>	<b>(\$3,848.00)</b>
	<b>Institutional Aid not to exceed “Financial Need”</b>	<b>\$1,147.87</b>

E.g., On Campus Resident (RA) One Semester 15 Credit Hours	Tuition	\$900.00
	Academic Fee	\$675.00
	Innovation Fee	\$450.00
	Student Accident Insurance	\$35.00
	Bookstore Charge	\$110.89
	Bookstore Sales Tax	\$9.98
	Meal Plan	\$1,390.00
	Captain's Quarter's Housing	\$1,225.00
	Housing Deposit	\$200.00
	<b>DIRECT COST</b>	<b>\$4,995.87</b>
	Pell Grant	(\$3,048.00)
	SEOG	(\$100.00)
	RA Housing	(\$1,225.00)
RA Meals	(\$1,390.00)	
ICC Foundation Scholarship	(\$500.00)	
Rotary Club Scholarship	(\$200.00)	
<b>TOTAL TITLE IV AND OUTSIDE AID</b>	<b>(\$6,463.00)</b>	
<b>Institutional Aid not to exceed "Financial Need"</b>	<b>\$0.00</b>	

E.g., Off Campus Resident One Semester 15 Credit Hours	Tuition	\$810.00
	Academic Fee	\$675.00
	Innovation Fee	\$450.00
	Bookstore Charge	\$110.89
	Bookstore Sales Tax	\$9.98
	<b>DIRECT COST</b>	<b>\$2,055.87</b>
	Pell Grant	(\$1,048.00)
	SEOG	(\$50.00)
	ICC Foundation Scholarship	(\$500.00)
	Rotary Club Scholarship	(\$200.00)
	<b>TOTAL TITLE IV AND OUTSIDE AID</b>	<b>(\$1,798.00)</b>
	<b>Institutional Aid not to exceed "Financial Need"</b>	<b>\$257.87</b>

### iii. Award Notifications

1. Students are awarded institutional aid (tuition scholarships) first on an estimated basis and based on a full-time enrollment status at 16 credit hours per term. Estimated scholarships are subject to change.
2. Final tuition awards are calculated after the drop deadline for each term has passed.
3. All final awards are subject to change in the event any component of the IM “financial need” is affected.
4. Student award offers and agreements, excluding Letters of Intent, shall include the following language:
  - a. **Tuition & Textbook Scholarships:** Your ICC Scholarship may cover up to 36 credit hours of Tuition & Textbooks per award year. The monetary value of your scholarship is based on your enrollment, residency, housing plans, and financial need; and is determined by the Office of Student Financial Aid after consideration of all other sources of aid.
  - b. **Flat Amount Scholarships:** Your ICC Scholarship may cover up to \$xxx.xx per award year. The final value of your scholarship is based on your enrollment, residency, housing plans, and financial need; and is determined by the Office of Student Financial aid after consideration of all other sources of aid.
  - c. **All awards:** You must submit the FAFSA and report all other forms of financial aid/scholarship to the Office of Student Aid before your award amount may be determined. Other aid awarded to the student after the Office of Student Financial Aid has issued an award letter may retroactively affect your ICC Scholarship.

### iv. Priority

1. Students are awarded institutional aid on a priority basis. The priority deadline for each scholarship award year is as follows:
  - a. Fall term: June 1st
  - b. Spring term: November 1st
  - c. Summer term: April 1st

# 2018-19 PROJECTED MONTHLY CASH FLOW

## INDEPENDENCE COMMUNITY COLLEGE

December 31, 2018

	July	August	September	October	November	December	January	February	March	April	May	June
<b>1. Cash On Hand</b>												
2017-18 (Bank balances)	\$2,658,950.86	\$1,798,977.41	\$2,077,651.24	\$1,631,999.58	\$1,540,087.74	\$725,128.83	\$427,248.70	\$3,795,447.17	\$2,902,791.50	\$2,950,859.73	\$762,759.72	\$1,148,683.94
2018-19 (Bank Balances) as of 1st day of month	\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$249,509.06	\$3,424,319.15	\$2,253,512.58	\$2,627,136.70	\$1,617,061.62	\$631,730.67
2018-19 Bank Balances (Bluffstone)												
<b>2. Cash Receipts</b>												
Monthly Cash Deposits							\$4,615,917.37	\$159,760.10	\$1,506,026.25	\$119,453.70	\$223,755.64	\$2,686,925.27
<b>3. Total Cash Receipts</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,615,917.37</b>	<b>\$159,760.10</b>	<b>\$1,506,026.25</b>	<b>\$119,453.70</b>	<b>\$223,755.64</b>	<b>\$2,686,925.27</b>
<b>4. Total Cash Available</b>												
	\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$4,865,426.43	\$3,584,079.25	\$3,759,538.83	\$2,746,590.40	\$1,840,817.26	\$3,318,655.94
<b>5. Cash Paid Out</b>												
2017-18 Payables							\$504,520.44					
2018-19 Payables (Projected for future months)							\$775,589.99	\$762,761.28	\$541,252.78	\$479,915.87	\$487,402.62	\$303,682.66
Outstanding Checks							\$75,151.64					
Student Refunds							\$26,014.00	\$0.00	\$0.00	\$33,857.93	\$75,016.37	\$57,033.90
Payroll Expenses (Taxes, etc.)							\$564,351.65	\$567,805.39	\$591,149.35	\$615,754.98	\$646,667.60	\$574,646.02
Subtotal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,441,107.28	\$1,330,566.67	\$1,132,402.13	\$1,129,528.78	\$1,209,086.59	\$935,362.58
<b>6. Total Cash Balance</b>												
End of Month Total Bank Balance	\$2,044,874.96	\$1,789,773.46	\$1,902,904.61	\$1,273,528.42	\$741,398.46	\$249,509.06	\$3,424,319.15	\$2,253,512.58	\$2,627,136.70	\$1,617,061.62	\$631,730.67	\$2,383,293.36
Less Reserve (Based on 8%) Funds 11, 12, 13							\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38
Less Reserve for Enbridge Valuation							\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00
<b>7. Total Unrestricted Available Balance</b>	<b>\$2,044,874.96</b>	<b>\$1,789,773.46</b>	<b>\$1,902,904.61</b>	<b>\$1,273,528.42</b>	<b>\$741,398.46</b>	<b>\$249,509.06</b>	<b>\$1,539,853.77</b>	<b>\$369,047.20</b>	<b>\$742,671.32</b>	<b>-\$267,403.76</b>	<b>-\$1,252,734.71</b>	<b>\$498,827.98</b>

# 2019-20 PROJECTED MONTHLY CASH FLOW

## INDEPENDENCE COMMUNITY COLLEGE

December 31, 2018

	July	August	September	October	November	December	January	February	March	April	May	June
<b>1. Cash On Hand</b>												
2019-20 (Bank Balances) as of 1st day of month	\$2,383,293.36	\$1,673,332.57	\$1,934,440.14	\$2,354,999.69	\$1,665,387.10	\$1,037,299.74	\$507,427.99	\$4,082,973.89	\$2,924,505.35	\$3,320,467.50	\$2,322,730.45	\$1,329,737.53
2018-19 Bank Balances (Bluffstone)												
<b>2. Cash Receipts</b>												
Monthly Cash Deposits	\$201,446.53	\$1,430,857.68	\$1,637,520.91	\$509,299.72	\$401,902.25	\$318,088.18	\$4,640,515.90	\$184,358.63	\$1,530,624.78	\$144,052.23	\$248,354.17	\$2,686,928.27
<b>3. Total Cash Receipts</b>	<b>\$201,446.53</b>	<b>\$1,430,857.68</b>	<b>\$1,637,520.91</b>	<b>\$509,299.72</b>	<b>\$401,902.25</b>	<b>\$318,088.18</b>	<b>\$4,640,515.90</b>	<b>\$184,358.63</b>	<b>\$1,530,624.78</b>	<b>\$144,052.23</b>	<b>\$248,354.17</b>	<b>\$2,686,928.27</b>
<b>4. Total Cash Available</b>	<b>\$2,584,739.89</b>	<b>\$3,104,190.25</b>	<b>\$3,571,961.05</b>	<b>\$2,864,299.41</b>	<b>\$2,067,289.35</b>	<b>\$1,355,387.92</b>	<b>\$5,147,943.89</b>	<b>\$4,267,332.52</b>	<b>\$4,455,130.13</b>	<b>\$3,464,519.73</b>	<b>\$2,571,084.62</b>	<b>\$4,016,665.80</b>
<b>5. Cash Paid Out</b>												
2019-20 Payables (Projected for future months)	\$281,943.67	\$595,910.47	\$279,230.73	\$432,400.76	\$335,274.73	\$213,081.88	\$457,618.85	\$778,036.28	\$556,527.78	\$495,190.87	\$502,677.62	\$271,185.66
Student Refunds	\$27,758.97	\$21,227.48	\$358,899.36	\$175,885.51	\$64,933.60	\$55,501.29	\$26,014.00	\$0.00	\$0.00	\$33,857.93	\$75,016.37	\$57,033.90
Payroll Expenses (Taxes, etc.)	\$601,704.68	\$552,612.16	\$578,831.27	\$590,626.04	\$629,781.28	\$579,376.76	\$581,337.15	\$564,790.89	\$578,134.85	\$612,740.48	\$663,653.10	\$591,631.52
Subtotal	\$911,407.32	\$1,169,750.11	\$1,216,961.36	\$1,198,912.31	\$1,029,989.61	\$847,959.93	\$1,064,970.00	\$1,342,827.17	\$1,134,662.63	\$1,141,789.28	\$1,241,347.09	\$919,851.08
<b>6. Total Cash Balance</b>												
End of Month Total Bank Balance	\$1,673,332.57	\$1,934,440.14	\$2,354,999.69	\$1,665,387.10	\$1,037,299.74	\$507,427.99	\$4,082,973.89	\$2,924,505.35	\$3,320,467.50	\$2,322,730.45	\$1,329,737.53	\$3,096,814.72
Less Reserve (Based on 8%) Funds 11, 12, 13	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38	\$862,422.38
Less Reserve for Enbridge Valuation	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00	\$1,022,043.00
<b>8. Total Available Balance</b>	<b>-\$211,132.81</b>	<b>\$49,974.76</b>	<b>\$470,534.31</b>	<b>-\$219,078.28</b>	<b>-\$847,165.64</b>	<b>-\$1,377,037.39</b>	<b>\$2,198,508.51</b>	<b>\$1,040,039.97</b>	<b>\$1,436,002.12</b>	<b>\$438,265.07</b>	<b>-\$554,727.85</b>	<b>\$1,212,349.34</b>

INDEPENDENCE COMMUNITY COLLEGE  
2018-2019  
Unaudited  
Budget Summary - Revenue  
For The Month End: 12/31/2018

	2018-19	2018-19	2018-19	Estimated
Percent of Budget Year: 50%				
	Published Budget	Operating Budget	Current YTD Revenue	% Budget Recorded
<b>General Fund (11)</b>				
<b>Student Revenue</b>				
Tuition	(\$1,191,212.00)	(\$1,191,212.00)	(\$835,190.00)	70.11%
Fees	(1,768,300.00)	(1,768,300.00)	(1,018,652.00)	57.61%
	<u>(2,959,512.00)</u>	<u>(2,959,512.00)</u>	<u>(1,853,842.00)</u>	<u>62.64%</u>
<b>Local Income</b>				
Real Estate Distribution	(5,462,550.00)	(5,462,550.00)	(248,680.48)	4.55%
Motor Vehicle	(531,717.00)	(531,717.00)	(262,638.14)	49.39%
Rec Vehicle/Watercraft	(9,311.00)	(9,311.00)	(3,689.80)	39.63%
Delinquent Taxes	(103,260.00)	(103,260.00)	(55,291.96)	53.55%
Other	0.00	0.00	(732.28)	0.00%
	<u>(6,106,838.00)</u>	<u>(6,106,838.00)</u>	<u>(571,032.66)</u>	<u>9.35%</u>
<b>State of Kansas</b>				
State Operating Grant	(1,410,162.00)	(1,410,162.00)	(705,081.00)	50.00%
State Grants and Contracts	0.00	0.00	0.00	0.00%
Technology Grant - other	(16,573.00)	(16,573.00)	0.00	0.00%
	<u>(1,426,735.00)</u>	<u>(1,426,735.00)</u>	<u>(705,081.00)</u>	<u>49.42%</u>
<b>Federal Income</b>				
Indirect Costs	(44,690.00)	(44,690.00)	(16,102.76)	36.03%
<b>Other</b>				
ICC Foundation	(60,000.00)	(60,000.00)	0.00	0.00%
Interest	(3,275.00)	(3,275.00)	(3,075.92)	93.92%
Sales Tax Payable	0.00	0.00	9,104.27	0.00%
Misc.	(20,000.00)	(20,000.00)	(14,986.61)	74.93%
Fees (non-course fees)	(18,465.00)	(18,465.00)	(5,953.48)	32.24%
	<u>(101,740.00)</u>	<u>(101,740.00)</u>	<u>(14,911.74)</u>	<u>14.66%</u>
<b>Transfers, Allowances and Carry-overs</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Total General Fund</b>	<b><u>(10,639,515.00)</u></b>	<b><u>(10,639,515.00)</u></b>	<b><u>(3,160,970.16)</u></b>	<b><u>29.71%</u></b>
<b>Postsecondary Technical Education (12)</b>				
<b>Student Revenue</b>				
Tuition	(346,923.00)	(346,923.00)	(80,640.00)	23.24%
Fees	(267,443.00)	(267,443.00)	(91,651.00)	34.27%
	<u>(614,366.00)</u>	<u>(614,366.00)</u>	<u>(172,291.00)</u>	<u>28.04%</u>
<b>Other</b>				
State of Kansas PTE	(553,446.00)	(553,446.00)	(292,140.00)	52.79%
State of Kansas SB155	(110,775.00)	(110,775.00)	0.00	0.00%
Cosmetology	(26,626.00)	(26,626.00)	(4,183.97)	15.71%
Other	(151,000.00)	(151,000.00)	0.00	0.00%
	<u>(841,847.00)</u>	<u>(841,847.00)</u>	<u>(296,323.97)</u>	<u>35.20%</u>
<b>Transfers, Allowances and Carry-overs</b>				
<b>Total Postsecondary Fund</b>	<b><u>(1,456,213.00)</u></b>	<b><u>(1,456,213.00)</u></b>	<b><u>(468,614.97)</u></b>	<b><u>32.18%</u></b>
<b>Adult Education/GED (13)</b>				
Other Income	(15,000.00)	(15,000.00)	0.00	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	<u>(15,000.00)</u>	<u>(15,000.00)</u>	<u>0.00</u>	<u>0.00%</u>
<b>Total Funds, 11, 12, 13</b>	<b><u>(12,110,728.00)</u></b>	<b><u>(12,110,728.00)</u></b>	<b><u>(3,629,585.13)</u></b>	<b><u>29.97%</u></b>
<b>Auxiliary</b>				
<b>Bookstore</b>				
Sales	(596,601.00)	(596,601.00)	(95,564.67)	16.02%

Non-mandatory Transfer	(4,361.00)	(4,361.00)	0.00	0.00%
	<u>(600,962.00)</u>	<u>(600,962.00)</u>	<u>(95,564.67)</u>	<u>15.90%</u>
<b>Meals</b>				
Student Sources	(904,000.00)	(904,000.00)	(656,101.00)	72.58%
Other Sources	(13,895.00)	(13,895.00)	(4,928.24)	35.47%
Non-mandatory Transfer				
	<u>(917,895.00)</u>	<u>(917,895.00)</u>	<u>(661,029.24)</u>	<u>72.02%</u>
<b>Dorms</b>				
Student Sources	0.00	0.00	(125,000.00)	0.00%
Student Sources- Dorms/Bluffstone	(760,040.00)	(760,040.00)	(114,725.00)	15.09%
Student Accident Insurance	0.00	0.00	(5,965.00)	0.00%
Non-mandatory Transfer	0.00	0.00	0.00	0.00%
	<u>(760,040.00)</u>	<u>(760,040.00)</u>	<u>(245,690.00)</u>	<u>32.33%</u>
<b>Inge Center/Festival</b>				
Inge Center	(20,000.00)	(20,000.00)	(749.00)	3.75%
Inge Festival	(81,800.00)	(81,800.00)	(7,856.00)	9.60%
Non-Mandatory Transfer	0.00	0.00	0.00	0.00%
	<u>(101,800.00)</u>	<u>(101,800.00)</u>	<u>(8,605.00)</u>	<u>8.45%</u>
<b>Transfers, Allowances and Carry-overs</b>	<b>(4,361.00)</b>	<b>(4,361.00)</b>	<b>0.00</b>	<b>0.00%</b>
<b>Total Auxiliary</b>	<b><u>(2,385,058.00)</u></b>	<b><u>(2,385,058.00)</u></b>	<b><u>(1,010,888.91)</u></b>	<b><u>42.38%</u></b>
<b>ICC Foundation</b>				
Scholarship Support	0.00	0.00	(83,715.00)	0.00%
<b>Total ICCFoundation</b>	<b>0.00</b>	<b>0.00</b>	<b>(83,715.00)</b>	<b>0.00%</b>
<b>Plant Funds</b>				
<b>West Main</b>				
Capital Outlay	0.00	0.00	(15,217.43)	0.00%
Foundation Support	0.00	0.00	0.00	0.00%
<b>Total Plant Funds</b>	<b>0.00</b>	<b>0.00</b>	<b>(15,217.43)</b>	<b>0.00%</b>
<b>Federally Funded Programs</b>				
Upward Bound	0.00	0.00	(174,719.27)	0.00%
Student Support Services	0.00	0.00	(148,484.18)	0.00%
Carl Perkins	0.00	0.00	(3,687.70)	0.00%
<b>Total Federally Funded Programs</b>	<b>0.00</b>	<b>0.00</b>	<b>(326,891.15)</b>	<b>0.00%</b>
<b>Total College Operations</b>	<b><u>(14,495,786.00)</u></b>	<b><u>(14,495,786.00)</u></b>	<b><u>(5,066,297.62)</u></b>	<b><u>34.95%</u></b>



**INDEPENDENCE COMMUNITY COLLEGE**  
**2018-2019**  
**Unaudited**  
**Budget Summary-Expenditures**  
**For Month End:12/31/2018**

	2018-19	2018-19	2018-19	Estimated
	Published Budget	Operating Budget	Current YTD Expenses	% Budget Recorded
<b>General Fund (11)</b>				
<b>Academic Instruction</b>				
11-1100 General Instruction	\$292,564.00	\$140,902.00	\$5,668.42	4.02%
11-1140 Online Instruction	29,134.00	29,134.00	207.04	0.71%
11-1141 Health & Wellness	0.00	12,510.00	12,509.25	99.99%
11-1150 Theatre	234,135.00	239,841.00	102,658.42	42.80%
11-1151 Music	176,197.00	196,683.00	95,379.04	48.49%
11-1152 Foreign Language	0.00	0.00	0.00	0.00%
11-1154 English	232,447.00	243,374.00	165,376.12	67.95%
11-1155 Art	3,000.00	4,333.00	1,332.17	30.74%
11-1156 Communications/Journalism	72,393.00	81,732.00	45,859.15	56.11%
11-1160 Workforce Development	2,700.00	2,700.00	4,361.35	161.53%
11-1161 Community Education	0.00	0.00	0.00	0.00%
11-1173 Social Sciences	266,271.00	327,847.00	202,088.55	61.64%
11-1174 Physical Science	70,487.00	72,264.00	36,099.79	49.96%
11-1175 Chemistry	83,965.00	84,880.00	34,781.35	40.98%
11-1176 Biology	148,625.00	156,026.00	68,573.72	43.95%
11-1177 Math	191,325.00	203,382.00	93,438.38	45.94%
11-1187 Accounting	60,344.00	62,121.00	32,090.45	51.66%
11-1188 Business	0.00	5,858.00	5,857.63	99.99%
11-1223 Fab Lab/Entrepreneur	181,889.00	181,889.00	78,019.50	42.89%
<b>Total Academic Instruction</b>	<b>2,045,476.00</b>	<b>2,045,476.00</b>	<b>984,300.33</b>	<b>48.12%</b>
<b>Academic Support</b>				
11-4100 Library	96,445.00	96,445.00	41,659.56	43.20%
11-4200 Academic Affairs	271,579.00	271,579.00	110,813.61	40.80%
11-4210 Online Administration	65,225.00	65,225.00	28,436.87	43.60%
11-4220 ICC West	54,169.00	54,169.00	29,280.30	54.05%
11-4230 Academic Advising	0.00	0.00	0.00	0.00%
11-4240 Online Administration	1,500.00	1,500.00	100.00	6.67%
11-4250 Tutoring	21,530.00	21,530.00	12,404.81	57.62%
<b>Total Academic Support</b>	<b>510,448.00</b>	<b>510,448.00</b>	<b>222,695.15</b>	<b>43.63%</b>
<b>Total Instruction</b>	<b>2,555,924.00</b>	<b>2,555,924.00</b>	<b>1,206,995.48</b>	<b>47.22%</b>

*Postsecondary Technical Education (see detail below)*

**Student Services**

11-5200 Financial Aid	161,202.00	161,202.00	65,822.26	40.83%
11-5300 Admissions	178,922.00	178,922.00	73,688.44	41.18%
11-5310 Navigators	259,647.00	259,647.00	138,795.61	53.46%
11-5400 Registrar	54,079.00	54,079.00	27,801.47	51.41%
11-5500 Athletic Administration	395,730.00	395,730.00	223,749.94	56.54%
11-5510 Football	394,441.00	394,441.00	224,099.99	56.81%
11-5520 Men's Basketball	147,002.00	147,002.00	77,152.86	52.48%
11-5530 Volleyball	97,183.00	97,183.00	58,541.76	60.24%
11-5540 Women's Basketball	128,987.00	128,987.00	65,862.78	51.06%
11-5560 Softball	105,652.00	105,652.00	42,348.77	40.08%
11-5580 Baseball	0.00	0.00	0.00	0.00%
11-5590 Cheer & Dance	99,444.00	99,444.00	54,770.12	55.08%
11-5595 Athletic Training	124,129.00	124,129.00	64,836.36	52.23%
11-5600 ICC NOW	16,726.00	16,726.00	9,192.05	54.96%
11-5700 Student Life	84,132.00	84,132.00	38,173.62	45.37%

Total Student Services	2,247,276.00	2,247,276.00	1,164,836.03	51.83%
<b>Institutional Support</b>				
11-6000 Board of Trustees	21,025.00	21,025.00	21,594.13	102.71%
11-6100 President's Office	274,495.00	274,495.00	115,779.67	42.18%
11-6110 Human Resources	162,358.00	162,358.00	78,867.82	48.58%
11-6200 Financial Services	286,181.00	286,181.00	151,840.91	53.06%
11-6300 Public Relations - Marketing	151,445.00	151,445.00	50,342.29	33.24%
11-6310 Recruiting-International	4,500.00	4,500.00	3,623.70	80.53%
11-6420 Institutional Research	79,992.00	79,992.00	36,293.83	45.37%
11-6500 Institutional Support	1,778,172.00	1,778,172.00	450,419.23	25.33%
11-6510 Compliance	77,960.00	77,960.00	35,845.82	45.98%
11-6600 Computing Department	386,525.00	386,525.00	155,657.24	40.27%
11-8900 Grant Writing	0.00	0.00	0.00	0.00%
Total Institutional Support	3,222,653.00	3,222,653.00	1,100,264.64	34.14%
<b>Scholarships</b>				
11-8100 Scholarships	1,039,941.00	1,039,941.00	541,480.46	52.07%
Total Scholarships	1,039,941.00	1,039,941.00	541,480.46	52.07%
<b>Transfers</b>				
11-9200 Transfers and Carryovers	383,162.00	383,162.00	0.00	0.00%
<b>Operations and Maintenance</b>				
11-7100 Repairs & Maintenance	495,090.00	495,090.00	217,879.37	44.01%
11-7200 Transportation	150,100.00	150,100.00	61,148.96	40.74%
11-7300 Grounds-Security	48,500.00	48,500.00	17,603.93	36.30%
11-7500 Campus Improvements	519,669.00	519,669.00	144,476.65	27.80%
Total Operations and Maintenance	1,213,359.00	1,213,359.00	441,108.91	36.35%
<b>Transfer PTE Indirect Costs</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Total Fund 11 (does not include PTE amount above)</b>	<b>10,662,315.00</b>	<b>10,662,315.00</b>	<b>4,454,685.52</b>	<b>41.78%</b>
<b>Postsecondary Technical Education (12)</b>				
Indirect Costs	0.00	0.00	0.00	0.00%
12-1200 General Instruction	13,766.00	13,766.00	0.00	0.00%
12-1220 Vet Tech	232,207.00	232,207.00	72,942.17	31.41%
12-1221 Culinary	35,095.00	35,095.00	325.00	0.93%
12-1222 Automotive Technology				
12-1268 Engineering	0.00	0.00	0.00	0.00%
12-1272 Administrative Office Management				
12-1273 Cosmetology	183,788.00	183,788.00	85,415.95	46.48%
12-1274 Early Childhood Development	0.00	0.00	14,357.21	0.00%
12-1276 Mid-Management/Economics	0.00	0.00	0.00	0.00%
12-1277 Micro Computers	195,224.00	195,224.00	95,056.79	48.69%
12-1287 EMT	85,023.00	85,023.00	45,112.58	53.06%
12-1288 Allied Health/Long Term Care	74,293.00	74,293.00	37,911.42	51.03%
<b>Total Fund 12</b>	<b>819,396.00</b>	<b>819,396.00</b>	<b>351,121.12</b>	<b>42.85%</b>
<b>Adult Education</b>				
<b>Fund 13</b>				
13-1301 ABE/GED	50,320.00	50,320.00	0.00	0.00%
<b>Total Fund 13</b>	<b>50,320.00</b>	<b>50,320.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Total Funds 11, 12 and 13</b>	<b>11,532,031.00</b>	<b>11,532,031.00</b>	<b>4,805,806.64</b>	<b>41.67%</b>
<b>Auxiliary</b>				
16-9300 Bookstore	786,488.00	786,488.00	212,229.72	26.98%
16-9500 Dorms	652,760.00	652,760.00	85,036.75	13.03%
17-9500 Dorms-Bluffstone	456,865.00	456,865.00	119,581.36	26.17%
16-9600 Meals	788,501.00	788,501.00	410,885.79	52.11%
34-1100 Inge Center	20,000.00	20,000.00	2,283.75	11.42%
34-1200 Inge Festival	255,714.00	255,714.00	68,881.52	26.94%
48-4800 Technology	54,800.00	54,800.00	0.00	0.00%

48-4800 Student Athlete Fee	25,000.00	25,000.00	0.00	0.00%
<b>Total Auxiliary</b>	<b>3,015,128.00</b>	<b>3,015,128.00</b>	<b>898,898.89</b>	<b>29.81%</b>
<b>Plant Funds</b>				
61-1271 Capital Outlay, Culinary Program	0.00	0.00	0.00	0.00%
61-9900 Capital Outlay, ICC West payment	0.00	0.00	0.00	0.00%
<b>Total Plant Funds</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Foundation</b>				
36-6120 Foundation Expenses	0.00	0.00	28,327.43	0.00%
36-8100 Foundation Scholarships	0.00	0.00	81,722.00	0.00%
<b>Total Foundation</b>	<b>0.00</b>	<b>0.00</b>	<b>110,049.43</b>	<b>0.00%</b>
<b>Federally Funded Programs</b>				
31-8500 Upward Bound	0.00	0.00	139,406.74	0.00%
32-8300 Student Support Services	0.00	0.00	167,712.19	0.00%
39-1269 Carl Perkins	0.00	0.00	0.00	0.00%
<b>Total Federally Funded Programs</b>	<b>0.00</b>	<b>0.00</b>	<b>307,118.93</b>	<b>0.00%</b>
<b>Total College Operations</b>	<b>14,547,159.00</b>	<b>14,547,159.00</b>	<b>6,121,873.89</b>	<b>42.08%</b>

# Independence Community College Account Summary

As of December 31, 2018

<u>Account Number</u>	<u>Account Type</u>	<u>Account Title</u>	<u>Interest Rate</u>	<u>Balance</u>	
xxx213	Checking	Petty Cash	na	\$1,000.00	
xxx248	Checking	Accts Payable	na	\$93,326.34	
xxx264	Checking	Credit Card	na	\$1,615.82	
xxx620	Checking	Federal Funds	na	\$1,000.00	
xxx976	Checking	ICC Payroll	na	\$1.00	
xxx826	Money Market		0.55%	\$63.65	
xxx396	Money Market	Reserve	0.55%	\$152,502.25	
xxx440	Savings	Restricted	0.25%	\$0.00	Closed
				<b>\$249,509.06</b>	

Securities Pledged	Amount	Market Value	Maturity Date
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**\$0.00**

Letters of Credit	Amount	Expiration Date
FHLB #53350	\$125,000.00	3/29/19

**\$125,000.00**

Guaranty Bonds	Amount	Origination Date
	\$0.00	
	<b>\$0.00</b>	

<b>Total Pledged</b>	<b>\$125,000.00</b>
<b>FDIC Insurance</b>	<b>\$250,000.00</b>
<b>Total Coverage</b>	<b>\$375,000.00</b>
<b>Overage/Shortage</b>	<b>\$125,490.94</b>

## Independence Community College

### Accounts Payable Ending December 31, 2018

CheckNumber	VendorName	Description	TRXDATE	Amount	Account
0007167	Upward Bound Student	Upward Bound Student Stipend	12/4/2018	\$110.00	31-8502-540-000
0007168	ICC Student	Student Financial Aid Refund	12/5/2018	\$80.82	11-0000-203-000
0007169	ICC Student	Student Financial Aid Refund	12/5/2018	\$687.50	11-0000-203-000
0007170	ICC Student	Student Financial Aid Refund	12/5/2018	\$1,043.26	11-0000-203-000
0007171	ICC Student	Student Financial Aid Refund	12/5/2018	\$432.00	11-0000-203-000
0007172	ICC Student	Student Financial Aid Refund	12/5/2018	\$1,992.60	11-0000-203-000
0007173	ICC Student	Student Financial Aid Refund	12/5/2018	\$756.00	11-0000-203-000
0007174	ICC Student	Student Financial Aid Refund	12/5/2018	\$263.45	11-0000-203-000
0007175	ICC Student	Student Financial Aid Refund	12/5/2018	\$1,271.58	11-0000-203-000
0007176	ICC Student	Student Financial Aid Refund	12/5/2018	\$255.81	11-0000-203-000
0007177	ICC Student	Student Financial Aid Refund	12/5/2018	\$39.44	11-0000-203-000
0007178	ICC Student	Student Financial Aid Refund	12/5/2018	\$594.00	11-0000-203-000
0007179	ICC Student	Student Financial Aid Refund	12/5/2018	\$165.00	11-0000-203-000
0007180	ICC Student	Student Financial Aid Refund	12/5/2018	\$20.00	11-0000-203-000
0007181	ICC Student	Student Financial Aid Refund	12/5/2018	\$1,125.17	11-0000-203-000
0007182	ICC Student	Student Financial Aid Refund	12/5/2018	\$124.17	11-0000-203-000
0007183	ICC Student	Student Financial Aid Refund	12/5/2018	\$373.00	11-0000-203-000
0007184	ICC Student	Student Financial Aid Refund	12/5/2018	\$990.00	11-0000-203-000
0007185	ICC Student	Student Financial Aid Refund	12/5/2018	\$264.00	11-0000-203-000
0007186	ICC Student	Student Financial Aid Refund	12/5/2018	\$305.24	11-0000-203-000
0007187	ICC Student	Student Financial Aid Refund	12/5/2018	\$210.00	11-0000-203-000
0007188	ICC Student	Student Financial Aid Refund	12/5/2018	\$1,125.00	11-0000-203-000
0007189	ICC Student	Student Financial Aid Refund	12/5/2018	\$22.32	11-0000-203-000
0007190	ICC Student	Student Financial Aid Refund	12/5/2018	\$1,292.00	11-0000-203-000

0007191	ICC Student	Student Financial Aid Refund	12/5/2018	\$198.00	11-0000-203-000
0007192	ICC Student	Student Financial Aid Refund	12/5/2018	\$212.00	11-0000-203-000
0007193	ICC Student	Student Financial Aid Refund	12/5/2018	\$36.90	11-0000-203-000
0007194	ICC Student	Student Financial Aid Refund	12/5/2018	\$8.00	11-0000-203-000
0007195	ICC Student	Student Financial Aid Refund	12/5/2018	\$424.14	11-0000-203-000
0007196	ICC Student	Student Financial Aid Refund	12/5/2018	\$706.00	11-0000-203-000
0007197	ICC Student	Student Financial Aid Refund	12/5/2018	\$1,650.00	11-0000-203-000
0007198	ICC Student	Student Financial Aid Refund	12/5/2018	\$180.69	11-0000-203-000
0007199	ICC Student	Student Financial Aid Refund	12/5/2018	\$515.00	11-0000-203-000
0007200	ICC Student	Student Financial Aid Refund	12/5/2018	\$889.24	11-0000-203-000
0007201	ICC Student	Student Financial Aid Refund	12/5/2018	\$316.97	11-0000-203-000
0007202	ICC Student	Student Financial Aid Refund	12/5/2018	\$85.00	11-0000-203-000
0007203	ICC Student	Student Financial Aid Refund	12/5/2018	\$331.52	11-0000-203-000
0007204	Oak Hall Industries,L.P.	Graduation Regalia for Students - Fall Com	12/6/2018	\$659.20	11-5400-708-000
0007205	Commerce Trust Company	COP Lease 2012 audit	12/6/2018	\$1,250.00	11-7500-824-000
0007206	Howard's Electric, LLC	Labor and materials/install 3 120 vlt for wo	12/6/2018	\$761.38	71-1223-285-003
0007206	Howard's Electric, LLC	Labor and materials/install 3 120 vlt for wo	12/6/2018	\$3,698.98	71-1223-285-003
0007207	Studebaker Refrigeration, Inc	monthly ice machine rent/gym	12/6/2018	\$150.00	11-6500-646-000
0007207	Studebaker Refrigeration, Inc	monthly ice machine rent/caf	12/6/2018	\$150.00	16-9600-643-000
0007208	Heckman & Associates	revisions of code footprint and resubmittal	12/6/2018	\$250.00	11-7100-725-000
0007209	AT&T	Phone/fax- main campus	12/6/2018	\$1,973.60	11-6500-631-000
0007209	AT&T	phone/fax maintenance/dorms	12/6/2018	\$1,463.99	11-6500-631-000
0007210	Toyota Financial Services	monthly fleet rent	12/6/2018	\$363.95	11-7200-645-000
0007211	Vendor Services Group	Rental Payment	12/6/2018	\$951.29	11-6500-646-000
0007212	Atmos Energy	Monthly Gas Service/ ICC WEST	12/6/2018	\$490.25	11-6500-633-000
0007213	Unitas Global Kansas City, Inc	Unitas Backup	12/6/2018	\$2,435.11	11-6600-646-000
0007214	Montgomery County Sheriff	football game event security 10/27/2018	12/6/2018	\$270.00	11-7300-532-000

0007214	Montgomery County Sheriff	football game event security 10/27/2018	12/6/2018	\$360.00	11-7300-532-000
0007215	Westar Energy	monthly electric/icc west sign	12/6/2018	\$61.30	11-6500-635-000
0007216	Great Western Dining Service , Inc.	employee meal charges	12/6/2018	\$154.00	16-9600-602-000
0007216	Great Western Dining Service , Inc.	employee meal charges	12/6/2018	\$42.35	16-9600-602-000
0007216	Great Western Dining Service , Inc.	employee meal charges	12/6/2018	\$69.30	16-9600-602-000
0007216	Great Western Dining Service , Inc.	management fee	12/6/2018	\$540.00	16-9600-602-000
0007216	Great Western Dining Service , Inc.	management fee	12/6/2018	\$360.00	16-9600-602-000
0007216	Great Western Dining Service , Inc.	meal plan students/coaches	12/6/2018	\$18,588.15	16-9600-602-000
0007216	Great Western Dining Service , Inc.	meal plan students/coaches	12/6/2018	\$5,310.90	16-9600-602-000
0007216	Great Western Dining Service , Inc.	meal plan students/coaches	12/6/2018	\$10,621.80	16-9600-602-000
0007216	Great Western Dining Service , Inc.	student meal charges	12/6/2018	\$29.25	16-9600-602-000
0007216	Great Western Dining Service , Inc.	student meals	12/6/2018	\$35.10	16-9600-602-000
0007216	Great Western Dining Service , Inc.	student meals	12/6/2018	\$35.10	16-9600-602-000
0007217	Bernard-Borrego, Aldo Josue	Student Life - Videotron board for 2 HS ga	12/6/2018	\$50.00	11-5700-693-000
0007218	Cheney, Nicholas	Student Life - videotron for 10 HS games	12/6/2018	\$250.00	11-5700-693-000
0007219	Stafford, Jeb	Student Life - videotron for 4 HS games	12/6/2018	\$100.00	11-5700-693-000
0007220	Republic Services #376	monthly admin/fuel fee	12/6/2018	\$596.97	11-6500-679-000
0007220	Republic Services #376	monthly trash service/ clc	12/6/2018	\$333.15	11-6500-679-000
0007220	Republic Services #376	monthly trash service/ mainten	12/6/2018	\$222.12	11-6500-679-000
0007220	Republic Services #376	monthly trash service/fine art	12/6/2018	\$111.03	11-6500-679-000
0007220	Republic Services #376	monthly trash service/dorms	12/6/2018	\$612.85	16-9500-679-000
0007220	Republic Services #376	monthly trash service/dorms	12/6/2018	\$36.34	16-9500-679-000
0007220	Republic Services #376	monthly trash service/caf	12/6/2018	\$368.39	16-9600-679-000
0007221	ICC Student	Student Financial Aid Refund	12/6/2018	\$541.00	11-0000-203-000
0007222	ICC Student	Student Financial Aid Refund	12/6/2018	\$1,454.50	11-0000-203-000
0007223	ICC Student	Student Financial Aid Refund	12/6/2018	\$22.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen	12/6/2018	\$1,947.00	11-0000-203-000

0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,225.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,225.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$580.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,225.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,225.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$87.68	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$223.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,225.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$792.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,425.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$620.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,225.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,600.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,425.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$487.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,008.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,225.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,274.00	11-0000-203-000
0007224	ICC Student Housing	ICC Student Financial Aid Housing Paymen 12/6/2018	\$936.00	11-0000-203-000
0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen 12/6/2018	\$200.00	11-0000-203-000
0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,452.00	11-0000-203-000
0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen 12/6/2018	\$1,551.31	11-0000-203-000
0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen 12/6/2018	\$790.00	11-0000-203-000
0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen 12/6/2018	\$791.54	11-0000-203-000
0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen 12/6/2018	\$57.03	11-0000-203-000
0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen 12/6/2018	\$601.00	11-0000-203-000
0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen 12/6/2018	\$572.58	11-0000-203-000



0007225	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen	12/6/2018	\$1,975.00	11-0000-203-000
0007227	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen	12/6/2018	\$1,284.00	11-0000-203-000
0007228	ICC Student	Student Financial Aid Refund	12/10/2018	\$771.54	11-0000-203-000
0007229	Bluffstone: The Villas at Independence LLC	ICC Student Financial Aid Housing Paymen	12/10/2018	\$1,208.46	11-0000-203-000
0007230	PCMG, INC.	Computers/football dept	12/11/2018	\$15,743.00	11-6600-850-000
0007231	ICC Student	Student Financial Aid Refund	12/11/2018	\$397.47	11-0000-203-000
0007232	Cole, James	MBB - The skill factory program (reimburse	12/13/2018	\$50.00	11-5520-617-000
0007233	Smith, Joanne	Marketing Support	12/13/2018	\$1,050.00	11-6300-661-000
0007234	City Of Independence	Athletic Dept. - room rental for football ga	12/13/2018	\$70.00	11-5500-646-000
0007234	City Of Independence	admin bldg sewer/water monthly	12/13/2018	\$215.49	11-6500-632-000
0007234	City Of Independence	Cessa Bldg Water/Sewer Monthly	12/13/2018	\$80.50	11-6500-632-000
0007234	City Of Independence	ICC West Sewer/water	12/13/2018	\$142.11	11-6500-632-000
0007234	City Of Independence	Main Campus Water/Sewer monthl	12/13/2018	\$1,895.86	11-6500-632-000
0007234	City Of Independence	practice field 2 sewer/water	12/13/2018	\$21.54	11-6500-632-000
0007234	City Of Independence	practice field sewer/water mon	12/13/2018	\$21.55	11-6500-632-000
0007234	City Of Independence	ICC West Trash Service monthly	12/13/2018	\$200.00	11-6500-679-000
0007235	Flinn Scientific	oven, bufferset,ethanol (science supplies	12/13/2018	\$738.00	11-1175-649-000
0007235	Flinn Scientific	oven, bufferset,ethanol (science supplies	12/13/2018	\$207.76	11-1175-700-000
0007236	CJ Threads	security logo screen print 2-shirts and 1-ra	12/13/2018	\$22.00	11-7300-719-000
0007237	Independence Chamber Of Commerce	Celebrate Independence Luncheon	12/13/2018	\$10.00	11-6100-602-000
0007238	U Line	Coffee Cups and Lids	12/13/2018	\$162.73	16-9300-719-001
0007239	TLC Groundskeeping, LLC	2nd half turf fertilization and weed control	12/13/2018	\$750.00	11-7300-649-002
0007240	PCMG, INC.	fiber cable	12/13/2018	\$315.00	11-6600-850-000
0007240	PCMG, INC.	Smart buy quick release	12/13/2018	\$29.00	71-1223-285-000
0007241	Southeast Kansas Living	Winter College page adver	12/13/2018	\$48.75	11-6110-615-000
0007242	CPR Pest Management, Inc	November student union/food service trea	12/13/2018	\$65.00	16-9600-661-000
0007243	Purchase Power	Postage	12/13/2018	\$2,000.00	11-6500-611-000

0007244	Building Controls and Services, Inc.	site visit trouble shoot	12/13/2018	\$1,575.20	11-7100-824-000
0007245	Express Services, Inc.	Accounts Receivable Contract	12/13/2018	\$755.20	11-6200-646-000
0007245	Express Services, Inc.	Accounts Receivable Contract	12/13/2018	\$755.20	11-6200-646-000
0007245	Express Services, Inc.	Accounts Receivable Contract	12/13/2018	\$755.20	11-6200-646-000
0007245	Express Services, Inc.	Accounts Receivable Contract	12/13/2018	\$698.56	11-6200-646-000
0007246	TouchTone Communications	long distance phone service	12/13/2018	\$84.08	11-6500-631-000
0007247	Fastenal	ELECTRICAL TAPE FOR PULLING WIRE-REP	12/13/2018	\$4.20	11-7100-824-000
0007248	Baugher Equipment, Inc.	2-bushings; hood latch;shipping/freight	12/13/2018	\$16.50	11-7300-649-000
0007249	Toyota Financial Services	fleet vehicle monthly rent	12/13/2018	\$621.76	11-7200-645-000
0007250	Master's Leasing & Rentals	2018 Property Tax 32 passenger shuttle	12/13/2018	\$689.64	11-7200-645-000
0007250	Master's Leasing & Rentals	32 passenger bus	12/13/2018	\$1,794.00	11-7200-645-000
0007251	Kryterion, Inc.	C.N.A. Testing for October 2018	12/13/2018	\$90.00	71-1288-285-001
0007252	Newton's True Value	Parts for West Sign re-fit	12/13/2018	\$1.78	11-6600-850-000
0007252	Newton's True Value	10 bags quickrete vinyl concrete patcher	12/13/2018	\$139.90	11-7100-649-000
0007252	Newton's True Value	toggle switch for field house floor machine	12/13/2018	\$7.99	11-7100-708-000
0007252	Newton's True Value	toggle switch for field house floor machine	12/13/2018	\$3.96	11-7100-825-000
0007252	Newton's True Value	toggle switch for field house floor machine	12/13/2018	\$3.29	11-7100-825-000
0007252	Newton's True Value	4" test plugs for toilet cap covers field hou	12/13/2018	\$56.98	11-7500-820-000
0007252	Newton's True Value	4" test plugs for toilet cap covers field hou	12/13/2018	\$8.99	11-7500-820-000
0007253	IMA Insurance, Inc	commercial auto insurance	12/13/2018	\$1,196.00	11-6500-622-000
0007254	George Lay Signs, Inc.	HWY 75 Sign Billboard	12/13/2018	\$134.50	11-6110-615-000
0007255	O'Reilly Auto Parts	1 case de-icer and 8 ice scrapers for ICC fle	12/13/2018	\$109.55	11-7200-647-000
0007255	O'Reilly Auto Parts	sealant for oil pan gear oil leak-green mair	12/13/2018	\$5.69	11-7200-647-000
0007256	Kopco, Inc.	ICC Holiday Cards	12/13/2018	\$20.00	11-6110-615-000
0007256	Kopco, Inc.	ICC Student Holiday Cards	12/13/2018	\$86.50	11-6110-615-000
0007256	Kopco, Inc.	Ribboncutting invite	12/13/2018	\$12.63	11-6110-615-000
0007257	Montgomery County Chronicle	Football Contest Sponsor	12/13/2018	\$60.00	11-6110-615-000

0007258	Emert Chub Reynolds, LLC	Legal Services	12/13/2018	\$1,177.25	11-6000-662-000
0007259	Maxient LLC	One year subscription	12/13/2018	\$5,000.00	11-6510-852-000
0007260	The Fanatic Group	Tumblers and Desk Organizers for Resale	12/13/2018	\$415.90	16-9300-740-000
0007261	Fedex	Shipping Charges	12/13/2018	\$247.11	11-6500-611-000
0007262	Carpenter, Jeff K.	Athletic Dept. - payment for announcer for	12/13/2018	\$1,500.00	71-5500-285-000
0007263	Inceptia	Verfication October-41 student	12/13/2018	\$1,127.50	11-5200-646-000
0007264	K&A Pressure Cleaning	clean vent hoods student union kitchen	12/13/2018	\$650.00	16-9600-661-000
0007265	Morgan, Rob	Athletic Dept. - cost for football photos	12/13/2018	\$50.00	71-5500-285-000
0007265	Morgan, Rob	ATHletic Dept. - Ribbon cutting pics for mu	12/13/2018	\$50.00	71-5500-285-000
0007266	SEK Media, LLC	KGGF Game of Week	12/13/2018	\$150.00	11-6110-615-000
0007266	SEK Media, LLC	KUSN Game of the week	12/13/2018	\$50.00	11-6110-615-000
0007266	SEK Media, LLC	advertising game of week	12/13/2018	\$100.00	11-6300-615-000
0007267	Hugo's Industrial Supply, Inc	2-TP;2-PT;4-lg trash;4-med trash;4-soap;4-	12/13/2018	\$668.95	11-7100-708-000
0007267	Hugo's Industrial Supply, Inc	2-TP;2-PT;4-soap;4-lg trash;4-med trash;4-	12/13/2018	\$504.14	11-7100-708-000
0007267	Hugo's Industrial Supply, Inc	toilet paper and misc supplies	12/13/2018	\$292.56	11-7100-708-000
0007267	Hugo's Industrial Supply, Inc	wood floor cleaner	12/13/2018	\$9.80	11-7100-708-000
0007267	Hugo's Industrial Supply, Inc	Last Chance U - shipping/handling on resa	12/13/2018	\$10.99	16-9300-742-001
0007267	Hugo's Industrial Supply, Inc	Netflix Merchandise - S/H for resale items	12/13/2018	\$142.34	16-9300-742-001
0007268	Independence Daily Reporter	(2) 2x5 classified display	12/13/2018	\$122.00	11-6110-615-000
0007268	Independence Daily Reporter	Pigskin pick 10, digital advertisement	12/13/2018	\$50.00	11-6300-615-000
0007269	Jocks Nitch	MBB - spalding basketballs	12/13/2018	\$640.16	11-5520-698-000
0007269	Jocks Nitch	Stunt - team pants (iNV. 4790)	12/13/2018	\$1,358.41	11-5590-698-000
0007269	Jocks Nitch	Stunt - team jackets (Inv. 4791)	12/13/2018	\$1,721.97	11-5590-699-000
0007270	Nelnet	monthly hosting and maintenance	12/13/2018	\$783.05	11-6500-695-000
0007271	Westar Energy	4000 rd Monthly Electricity	12/13/2018	\$62.33	11-6500-635-000
0007271	Westar Energy	Cessna Bldg Monthly Electricity	12/13/2018	\$591.62	11-6500-635-000
0007271	Westar Energy	ICC West Monthly Electricity	12/13/2018	\$1,741.10	11-6500-635-000

0007272	Locke Supply Co.	1- ada compliant lever handle for faucet Fi	12/13/2018	\$31.61	11-7100-824-000
0007272	Locke Supply Co.	replacement thermostat in kitchen of stud	12/13/2018	\$222.98	11-7100-824-000
0007272	Locke Supply Co.	1- ada compliant lever handle for faucet Fi	12/13/2018	\$49.64	11-7500-820-000
0007273	Missouri Book Service	Textbooks for Loan pro	12/13/2018	\$562.18	16-9300-743-000
0007274	Independence Overhead Door Inc	replace springs on north end overhead dor	12/13/2018	\$260.00	11-7100-825-000
0007275	Quality Automotive of Independence/Toyota	Fleet vehicle servicing	12/13/2018	\$17.51	11-7200-647-000
0007275	Quality Automotive of Independence/Toyota	Fleet vehicle servicing	12/13/2018	\$56.70	11-7200-647-000
0007275	Quality Automotive of Independence/Toyota	Fleet vehicle servicing	12/13/2018	\$84.62	11-7200-647-000
0007275	Quality Automotive of Independence/Toyota	Fleet vehicle servicing	12/13/2018	\$30.40	11-7200-647-000
0007275	Quality Automotive of Independence/Toyota	repair tire in car 2-leaking air	12/13/2018	\$46.25	11-7200-647-000
0007276	Simplex-Grinnell	icc west fire monitoring Dec 18 thru Feb 19	12/13/2018	\$99.45	11-7100-661-000
0007277	Sayers Ace Hardware	lube graphite for seized locks; 3 keys for lo	12/13/2018	\$6.36	11-7100-649-000
0007278	Shanks Oil Company LLC	bulk fuel week of 10/22/2018	12/13/2018	\$2,000.92	11-7200-721-000
0007278	Shanks Oil Company LLC	Fuel for fleet vehicles	12/13/2018	\$1,532.93	11-7200-721-000
0007279	Joe Smith Company	Food and Candy for Resale	12/13/2018	\$385.64	16-9300-740-000
0007280	Woods Lumber of Independence, Ks. INC	Parts for Fab Lab Card Readers	12/13/2018	\$2.76	11-6600-850-000
0007280	Woods Lumber of Independence, Ks. INC	Parts for Fab Lab Card Readers	12/13/2018	\$2.88	11-6600-850-000
0007280	Woods Lumber of Independence, Ks. INC	door stops CLC building fire marshall findir	12/13/2018	\$116.84	11-7100-725-000
0007280	Woods Lumber of Independence, Ks. INC	concrete repair	12/13/2018	\$11.78	11-7100-825-000
0007280	Woods Lumber of Independence, Ks. INC	door stops CLC building fire marshall findir	12/13/2018	\$15.90	11-7100-825-000
0007280	Woods Lumber of Independence, Ks. INC	door stops CLC building fire marshall findir	12/13/2018	\$11.93	11-7100-825-000
0007280	Woods Lumber of Independence, Ks. INC	white blank wall plate	12/13/2018	\$3.84	11-7100-825-000
0007280	Woods Lumber of Independence, Ks. INC	solar lights for campus security lighting	12/13/2018	\$55.96	11-7300-850-000
0007280	Woods Lumber of Independence, Ks. INC	solar lights for campus security lighting	12/13/2018	\$27.98	11-7300-850-000
0007280	Woods Lumber of Independence, Ks. INC	4-solar lights for campus security lighting	12/13/2018	\$89.52	11-7500-820-000
0007280	Woods Lumber of Independence, Ks. INC	door stops CLC building fire marshall findir	12/13/2018	\$27.34	11-7500-820-000
0007281	Wright International Student Services	Students loaded/removed from delinquen	12/13/2018	\$1,430.00	11-5200-646-000

0007281	Wright International Student Services	Students loaded/removed from delinquen	12/13/2018	\$900.00	11-5200-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$38.96	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$423.57	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$493.91	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$210.04	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$208.54	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$319.64	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$199.15	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$278.86	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$190.99	11-6500-646-000
0007282	Xerox Corporation	monthly copy machine rent	12/13/2018	\$244.25	11-6500-646-000
0007283	Great Western Dining Service , Inc.	Football - meals at (Avila - Great Western [	12/13/2018	\$89.83	11-5510-606-000
0007283	Great Western Dining Service , Inc.	employee meal charges	12/13/2018	\$88.55	16-9600-602-000
0007283	Great Western Dining Service , Inc.	meal plan/students and coaches	12/13/2018	\$18,588.15	16-9600-602-000
0007283	Great Western Dining Service , Inc.	student meals	12/13/2018	\$29.25	16-9600-602-000
0007283	Great Western Dining Service , Inc.	Athletic Dept. - Concession supplies (Inv. 2	12/13/2018	\$170.00	71-5500-285-002
0007283	Great Western Dining Service , Inc.	Athletic Dept. - Concession supplies (Inv. 2	12/13/2018	\$240.00	71-5500-285-002
0007284	Gillum, Jaicey Linn	Travel to and from airport	12/13/2018	\$104.22	11-0000-203-000
0007285	Crane, Leslie	WBB - reimburse for team event	12/13/2018	\$80.00	11-5540-606-000
0007286	Cable One, Inc.	ICC West Cable TV Services	12/13/2018	\$200.37	11-6500-636-000
EFT000000001228	ICC Student	Student Financial Aid Refund	12/5/2018	\$34.00	11-0000-203-000
EFT000000001229	ICC Student	Student Financial Aid Refund	12/5/2018	\$1,710.14	11-0000-203-000
EFT000000001230	United Parcel Service	UPS november 2018 pmt	12/11/2018	\$108.00	11-6500-611-000
EFT000000001231	Academic Office Credit Card	Orscheln- Parade Float Supplies	12/5/2018	\$24.96	11-1151-700-000
EFT000000001231	Academic Office Credit Card	Walmart purchase of band float supplies	12/5/2018	\$97.89	11-1151-700-000
EFT000000001232	McCormick, Amanda Purchase Card	Advisory Board Mtg. 10-11-18 up to 15 pe	12/5/2018	\$176.50	12-1220-602-000
EFT000000001233	Hucke, Andrea Purchase Card	Recruting trip to South America in partner	12/5/2018	\$612.50	11-5300-617-000

EFT000000001233	Hucke, Andrea Purchase Card	Office Supplies	12/5/2018	\$18.00	11-5300-701-000
EFT000000001233	Hucke, Andrea Purchase Card	office supplies	12/5/2018	\$26.74	11-5300-701-000
EFT000000001233	Hucke, Andrea Purchase Card	office supplies	12/5/2018	\$8.19	11-5300-701-000
EFT000000001233	Hucke, Andrea Purchase Card	Hotel for Paraguay Recruiting Visit	12/5/2018	\$127.82	11-6310-601-000
EFT000000001233	Hucke, Andrea Purchase Card	Hotel for Paraguay Recruiting Visit	12/5/2018	\$534.60	11-6310-601-000
EFT000000001234	Houston, Angela Credit Card	fuel for van - campus visit - C of O	12/5/2018	\$30.03	31-8502-606-000
EFT000000001234	Houston, Angela Credit Card	lunch at C of O - campus visit	12/5/2018	\$170.00	31-8502-606-000
EFT000000001234	Houston, Angela Credit Card	webinar for the APR	12/5/2018	\$350.00	31-8502-626-000
EFT000000001234	Houston, Angela Credit Card	snacks for students - campus visit / Sat ser	12/5/2018	\$81.16	31-8502-719-000
EFT000000001234	Houston, Angela Credit Card	snacks for students - campus visit / Sat ser	12/5/2018	\$42.69	31-8502-719-000
EFT000000001234	Houston, Angela Credit Card	snacks for students - campus visit / Sat ser	12/5/2018	\$35.00	71-8500-285-000
EFT000000001234	Houston, Angela Credit Card	Tv and wall mount for UB office	12/5/2018	\$142.32	71-8500-285-000
EFT000000001235	ICC Student	Student Financial Aid Refund	12/12/2018	\$18.00	11-0000-203-000
EFT000000001236	Dutton, Ann Credit Card	AVMA membership required	12/5/2018	\$220.50	12-1220-681-000
EFT000000001236	Dutton, Ann Credit Card	Mailing blood samples to K-State and Texa	12/5/2018	\$16.00	12-1220-700-000
EFT000000001237	Campus, Breta Credit Card	Honor Cords for SSS	12/5/2018	\$353.02	11-6100-693-000
EFT000000001237	Campus, Breta Credit Card	Graphing Calculators	12/5/2018	\$12.99	32-8303-700-000
EFT000000001237	Campus, Breta Credit Card	Bagggage charge on departing flight	12/5/2018	\$30.00	32-8304-601-000
EFT000000001237	Campus, Breta Credit Card	taxi from airport to hotel	12/5/2018	\$16.32	32-8304-601-000
EFT000000001237	Campus, Breta Credit Card	Ticket for B. Campus to Milwaukee	12/5/2018	\$565.60	32-8304-601-000
EFT000000001237	Campus, Breta Credit Card	Breakfast for KU Visit	12/5/2018	\$14.44	32-8304-606-000
EFT000000001237	Campus, Breta Credit Card	STEM ACTIVITY SUPPLIES Science in the Hc	12/5/2018	\$22.03	32-8304-700-000
EFT000000001238	Bertie, Brett Purchase Card	Inge Domain Renewal	12/5/2018	\$40.34	11-6600-850-000
EFT000000001238	Bertie, Brett Purchase Card	LightStream Projector	12/5/2018	\$552.00	11-6600-850-000
EFT000000001238	Bertie, Brett Purchase Card	Mic systems for classrooms	12/5/2018	\$239.96	11-6600-850-000
EFT000000001238	Bertie, Brett Purchase Card	Optoma Replacement Bulb Game Room	12/5/2018	\$87.99	11-6600-850-000
EFT000000001238	Bertie, Brett Purchase Card	Amazon Web Services	12/5/2018	\$13.79	11-6600-852-000

EFT000000001238	Bertie, Brett Purchase Card	Amazon Web Services	12/5/2018	\$13.99	11-6600-852-000
EFT000000001238	Bertie, Brett Purchase Card	Office 365	12/5/2018	\$372.30	11-6600-852-000
EFT000000001238	Bertie, Brett Purchase Card	Office 365 ATP	12/5/2018	\$1.40	11-6600-852-000
EFT000000001239	Thorton, Brittany Credit Card	ADmissions - recruiting supplies	12/5/2018	\$18.45	11-5300-617-000
EFT000000001239	Thorton, Brittany Credit Card	Admissions - refereshments for recruiting	12/5/2018	\$157.40	11-5300-617-000
EFT000000001239	Thorton, Brittany Credit Card	Admissions - refreshments for recruiting	12/5/2018	\$48.00	11-5300-617-000
EFT000000001239	Thorton, Brittany Credit Card	Admissions refereshments for recruiting	12/5/2018	\$98.40	11-5300-617-000
EFT000000001239	Thorton, Brittany Credit Card	Disputing Charge	12/5/2018	\$10.99	11-6500-695-001
EFT000000001239	Thorton, Brittany Credit Card	Admissions - Pirate Pantry supplies	12/5/2018	\$224.29	71-5300-285-002
EFT000000001240	Peterson, Bruce Purchase Card	Mail grant to Topeka	12/5/2018	\$24.70	34-1100-611-000
EFT000000001240	Peterson, Bruce Purchase Card	Stamps USPS	12/5/2018	\$7.00	34-1100-611-000
EFT000000001240	Peterson, Bruce Purchase Card	Meal meeting at Kansas Univ promotions	12/5/2018	\$12.15	34-1100-616-000
EFT000000001240	Peterson, Bruce Purchase Card	flight chuma gualt la to medford	12/5/2018	\$142.40	34-1200-601-000
EFT000000001240	Peterson, Bruce Purchase Card	Gault fee main cabin return trip	12/5/2018	\$48.86	34-1200-601-000
EFT000000001240	Peterson, Bruce Purchase Card	Gault flgiht fee	12/5/2018	\$42.49	34-1200-601-000
EFT000000001240	Peterson, Bruce Purchase Card	Hoven flight Medford to MN	12/5/2018	\$141.80	34-1200-601-000
EFT000000001240	Peterson, Bruce Purchase Card	Hoven MN to Medford	12/5/2018	\$121.80	34-1200-601-000
EFT000000001240	Peterson, Bruce Purchase Card	Hoven United fees	12/5/2018	\$17.00	34-1200-601-000
EFT000000001240	Peterson, Bruce Purchase Card	Inge Tribute filming, Hoven and Gault, hot	12/5/2018	\$899.63	34-1200-601-000
EFT000000001240	Peterson, Bruce Purchase Card	Lyft Hoven Medford travel	12/5/2018	\$22.73	34-1200-601-000
EFT000000001240	Peterson, Bruce Purchase Card	Vintage Travel agent fee Nov. 30	12/5/2018	\$30.00	34-1200-601-000
EFT000000001241	Westerhold, Cody Credit Card	Stunt - meals for recruiting / stunt showca:	12/5/2018	\$38.32	11-5590-617-000
EFT000000001241	Westerhold, Cody Credit Card	Stunt - meals for recruiting / stunt showca:	12/5/2018	\$75.60	11-5590-617-000
EFT000000001241	Westerhold, Cody Credit Card	Stunt - meals for recruiting / stunt showca:	12/5/2018	\$43.35	11-5590-617-000
EFT000000001241	Westerhold, Cody Credit Card	Stunt - wasp spray for press box	12/5/2018	\$5.45	11-5700-693-000
EFT000000001241	Westerhold, Cody Credit Card	Stunt - meals for students working trunk o	12/5/2018	\$58.69	71-5500-285-001
EFT000000001241	Westerhold, Cody Credit Card	Stunt - trunk or treat candy	12/5/2018	\$60.90	71-5500-285-001

EFT000000001242	Barwick, Dan Credit Card	NACCE Conference	12/5/2018	\$735.48	11-1223-601-000
EFT000000001242	Barwick, Dan Credit Card	NACCE Conference	12/5/2018	\$589.42	11-6100-601-000
EFT000000001242	Barwick, Dan Credit Card	Barwick, Fleming, and DJ meal	12/5/2018	\$68.54	11-6100-602-000
EFT000000001242	Barwick, Dan Credit Card	Meal	12/5/2018	\$25.82	11-6100-602-000
EFT000000001242	Barwick, Dan Credit Card	Meal	12/5/2018	\$7.83	11-6100-602-000
EFT000000001242	Barwick, Dan Credit Card	Meal	12/5/2018	\$4.59	11-6100-602-000
EFT000000001242	Barwick, Dan Credit Card	meal	12/5/2018	\$4.43	11-6100-602-000
EFT000000001242	Barwick, Dan Credit Card	Meal/NACCE Conference	12/5/2018	\$7.12	11-6100-602-000
EFT000000001242	Barwick, Dan Credit Card	Meal/Netflix crew/President's home	12/5/2018	\$55.01	11-6100-602-000
EFT000000001242	Barwick, Dan Credit Card	Facebook advertising	12/5/2018	\$137.28	11-6100-693-000
EFT000000001242	Barwick, Dan Credit Card	Karl Fleming/motel Comfort INN	12/5/2018	\$106.49	11-6100-693-000
EFT000000001242	Barwick, Dan Credit Card	New York Times monthly subscription	12/5/2018	\$20.00	11-6100-693-000
EFT000000001242	Barwick, Dan Credit Card	Survey Stance Monthly fee	12/5/2018	\$49.00	11-6100-693-000
EFT000000001242	Barwick, Dan Credit Card	Val netMonthly fee	12/5/2018	\$126.16	11-6100-693-000
EFT000000001242	Barwick, Dan Credit Card	Fuel	12/5/2018	\$22.09	11-7200-721-000
EFT000000001242	Barwick, Dan Credit Card	fuel	12/5/2018	\$36.06	11-7200-721-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - fuel for playoffs	12/5/2018	\$100.33	11-5500-723-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - fuel for playoffs	12/5/2018	\$64.72	11-5500-723-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - fuel for playoffs	12/5/2018	\$27.80	11-5500-723-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - pre-game meal for playoffs	12/5/2018	\$159.30	11-5500-723-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - team meal for playoffs	12/5/2018	\$162.96	11-5500-723-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - travel for playoffs	12/5/2018	\$327.70	11-5500-723-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - fuel for team event (El Dorado)	12/5/2018	\$20.32	11-5530-601-000
EFT000000001243	Peña, Daniella Credit Card	Meal for team	12/5/2018	\$118.66	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleybal - team meal (Coffeyville)	12/5/2018	\$112.75	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - after game meal for K. Stepher	12/5/2018	\$6.43	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - drinks for team after event	12/5/2018	\$17.99	11-5530-606-000



EFT000000001243	Peña, Daniella Credit Card	Volleyball - fue for event (barton)	12/5/2018	\$16.40	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - fuel for coaches @ conference	12/5/2018	\$8.19	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - fuel for team event (Seward)	12/5/2018	\$165.08	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - fuel for travel (Barton)	12/5/2018	\$43.23	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - lodging for coachines @ confe	12/5/2018	\$97.10	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - lodging for team event (Seward)	12/5/2018	\$728.96	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - team meal (Barton)	12/5/2018	\$184.90	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - team meal (barton)	12/5/2018	\$122.51	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - team meal (hutch)	12/5/2018	\$49.17	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - team meal (hutch)	12/5/2018	\$141.10	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - team meal after event (seward)	12/5/2018	\$132.65	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - team meal for event (Barton)	12/5/2018	\$107.62	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - team meal for event (seward)	12/5/2018	\$165.39	11-5530-606-000
EFT000000001243	Peña, Daniella Credit Card	meal for recruiting	12/5/2018	\$15.02	11-5530-617-000
EFT000000001243	Peña, Daniella Credit Card	recruiting	12/5/2018	\$129.00	11-5530-617-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - fuel for recruiting	12/5/2018	\$10.04	11-5530-617-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - website fee for recruiting trip	12/5/2018	\$10.00	11-5530-617-000
EFT000000001243	Peña, Daniella Credit Card	Volleyball - sophomore recognition supplies	12/5/2018	\$65.66	11-5530-698-000
EFT000000001244	Packard, Dillon Credit Card	Admissions - fuel for recruiting	12/5/2018	\$25.00	11-5300-601-000
EFT000000001244	Packard, Dillon Credit Card	Admissions - lodging for recruiting	12/5/2018	\$129.90	11-5300-601-000
EFT000000001244	Packard, Dillon Credit Card	Admissions - meal for recruiting	12/5/2018	\$11.08	11-5300-602-000
EFT000000001244	Packard, Dillon Credit Card	Admissions - meal for recruiting	12/5/2018	\$8.59	11-5300-602-000
EFT000000001244	Packard, Dillon Credit Card	Admissions - recruiting meal	12/5/2018	\$10.90	11-5300-602-000
EFT000000001244	Packard, Dillon Credit Card	Admissions - recruiting material/supplies	12/5/2018	\$543.40	11-5300-617-000
EFT000000001245	Wolfe, Erick Credit Card	lunch in wichita for recruitment	12/5/2018	\$7.30	11-1150-602-000
EFT000000001245	Wolfe, Erick Credit Card	lunch on Lawrence trip	12/5/2018	\$14.59	11-1150-602-000
EFT000000001245	Wolfe, Erick Credit Card	Gas to and from both Lawrence & Wichita	12/5/2018	\$26.31	11-1150-604-000

EFT000000001245	Wolfe, Erick Credit Card	Fuel for travel to and from WSU for studen	12/5/2018	\$22.00	11-1150-606-000
EFT000000001245	Wolfe, Erick Credit Card	Props for xmas show	12/5/2018	\$48.40	11-1150-606-000
EFT000000001245	Wolfe, Erick Credit Card	Student lunch during WSU Trip	12/5/2018	\$24.69	11-1150-606-000
EFT000000001245	Wolfe, Erick Credit Card	Student Meal for Wichita Trip	12/5/2018	\$16.40	11-1150-606-000
EFT000000001245	Wolfe, Erick Credit Card	prop for xmas show and spring show	12/5/2018	\$94.65	11-1150-695-000
EFT000000001245	Wolfe, Erick Credit Card	props for Fall xmas show and spring show	12/5/2018	\$272.36	11-1150-695-000
EFT000000001245	Wolfe, Erick Credit Card	prop for xmas show and spring show	12/5/2018	\$59.99	11-1150-696-000
EFT000000001245	Wolfe, Erick Credit Card	props for Fall xmas show and spring show	12/5/2018	\$42.99	11-1150-696-000
EFT000000001245	Wolfe, Erick Credit Card	props for Fall xmas show and spring show	12/5/2018	\$29.93	11-1150-700-000
EFT000000001245	Wolfe, Erick Credit Card	Supplies for upcoming shows	12/5/2018	\$31.65	11-1150-701-000
EFT000000001246	Fab Lab Credit Card	cups and glasses for etching	12/5/2018	\$26.28	11-1223-701-000
EFT000000001246	Fab Lab Credit Card	Food for Mindset class	12/5/2018	\$24.21	11-1223-701-000
EFT000000001246	Fab Lab Credit Card	mindset class food	12/5/2018	\$14.72	11-1223-701-000
EFT000000001246	Fab Lab Credit Card	STEM supplies	12/5/2018	\$39.32	11-1223-701-000
EFT000000001246	Fab Lab Credit Card	Hotel for NACCE conference/Joanne Smith	12/5/2018	\$826.41	37-1223-601-002
EFT000000001246	Fab Lab Credit Card	mindset class food	12/5/2018	\$7.98	37-1223-602-002
EFT000000001246	Fab Lab Credit Card	STEM food Saturday	12/5/2018	\$85.99	37-1223-602-002
EFT000000001246	Fab Lab Credit Card	STEM supplies	12/5/2018	\$44.79	37-1223-700-002
EFT000000001246	Fab Lab Credit Card	STEM supplies Saturday Oct 2018	12/5/2018	\$87.17	37-1223-700-002
EFT000000001246	Fab Lab Credit Card	supplies for STEM Saturday Oct 2018	12/5/2018	\$29.57	37-1223-700-002
EFT000000001247	Chapman, Gayle J. Credit Card	staff lunch	12/5/2018	\$46.64	31-8502-601-000
EFT000000001247	Chapman, Gayle J. Credit Card	35 tickets to play - Oct Sat seminar	12/5/2018	\$490.00	31-8502-719-000
EFT000000001247	Chapman, Gayle J. Credit Card	Nov Sat sem snacks, open house items	12/5/2018	\$84.58	31-8502-719-000
EFT000000001247	Chapman, Gayle J. Credit Card	Couch for front area in UB office	12/5/2018	\$169.99	71-8500-285-000
EFT000000001247	Chapman, Gayle J. Credit Card	Nov Sat sem snacks, open house items	12/5/2018	\$41.90	71-8500-285-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Steel for welding	12/5/2018	\$27.50	11-1160-700-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Steel for welding	12/5/2018	\$389.50	11-1160-700-000

EFT000000001248	Gillum, Jaicey Linn Credit Card	Airport parking while gone to NACEP conf.	12/5/2018	\$32.00	11-5600-601-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Lodging during the NACEP conference (3 r	12/5/2018	\$767.04	11-5600-601-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Tip for travel from airport to hotel while at	12/5/2018	\$2.00	11-5600-601-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Tip for travel from airport to hotel while at	12/5/2018	\$17.09	11-5600-601-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Tip for travel from airport to hotel while at	12/5/2018	\$26.32	11-5600-601-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Breakfast during NACEP conf.	12/5/2018	\$9.20	11-5600-602-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	conference meal	12/5/2018	\$22.62	11-5600-602-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Dinner during NACEP conf.	12/5/2018	\$19.72	11-5600-602-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Dinner while at NACEP conference	12/5/2018	\$23.42	11-5600-602-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Lunch during NACEP conf.	12/5/2018	\$20.39	11-5600-602-000
EFT000000001248	Gillum, Jaicey Linn Credit Card	Lunch during NACEP conf.	12/5/2018	\$11.34	11-5600-602-000
EFT000000001249	Brown, Jason Credit Card	Football - rental on room and equipment f	12/5/2018	\$192.00	11-5510-606-000
EFT000000001249	Brown, Jason Credit Card	Football - supplies for team	12/5/2018	\$12.62	11-5510-606-000
EFT000000001249	Brown, Jason Credit Card	Football - team lodging for event	12/5/2018	\$1,241.50	11-5510-606-000
EFT000000001249	Brown, Jason Credit Card	Football - team lodging for event	12/5/2018	\$3,169.40	11-5510-606-000
EFT000000001249	Brown, Jason Credit Card	Football - team meal for event	12/5/2018	\$808.38	11-5510-606-000
EFT000000001249	Brown, Jason Credit Card	lodging for team event	12/5/2018	\$3,566.48	11-5510-606-000
EFT000000001249	Brown, Jason Credit Card	Football - business cards and recruiting ma	12/5/2018	\$460.28	11-5510-617-000
EFT000000001249	Brown, Jason Credit Card	Football - lodging for recruiting	12/5/2018	\$144.78	11-5510-617-000
EFT000000001249	Brown, Jason Credit Card	Football - lodging for recruiting	12/5/2018	\$220.11	11-5510-617-000
EFT000000001249	Brown, Jason Credit Card	Football - meal for staff	12/5/2018	\$319.60	71-5500-285-000
EFT000000001250	Morgan-Tate, Jessica Credit Card	Plant for staff	12/5/2018	\$43.77	11-6500-719-000
EFT000000001250	Morgan-Tate, Jessica Credit Card	Supplies for ADA Audit	12/5/2018	\$20.59	11-6510-701-000
EFT000000001251	Correll, Jim Credit Card	Gas NACCE conference	12/5/2018	\$29.81	11-1223-601-000
EFT000000001251	Correll, Jim Credit Card	Hotel/Correll/NACCE conference	12/5/2018	\$735.48	11-1223-601-000
EFT000000001251	Correll, Jim Credit Card	NACCE/gas for car	12/5/2018	\$29.81	11-1223-601-000
EFT000000001251	Correll, Jim Credit Card	parking NACCE conference	12/5/2018	\$66.00	11-1223-601-000

EFT000000001251	Correll, Jim Credit Card	Tim and Jim Meal/NACCE conference	12/5/2018	\$31.61	11-1223-601-000
EFT000000001251	Correll, Jim Credit Card	cable tie	12/5/2018	\$9.25	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Camtasia Version 18	12/5/2018	\$99.50	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	food for mindset class	12/5/2018	\$17.11	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Hole punch/labels	12/5/2018	\$27.40	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Hole punch/labels	12/5/2018	\$23.98	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Hole punch/labels	12/5/2018	\$14.99	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Mindset class food	12/5/2018	\$46.41	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Mindset class food/Misc supplies	12/5/2018	\$126.95	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Mindset class pizza	12/5/2018	\$39.99	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Tacos for class food	12/5/2018	\$38.59	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Vending and class food	12/5/2018	\$30.94	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	Vending and Mindset Food	12/5/2018	\$32.36	11-1223-701-000
EFT000000001251	Correll, Jim Credit Card	White/black plate, Blue plaque	12/5/2018	\$405.23	11-1223-701-000
EFT000000001252	Wheeler, Kara Credit Card	Adobe Sign (annual)	12/5/2018	\$119.88	11-1100-700-000
EFT000000001252	Wheeler, Kara Credit Card	Zoom video communications	12/5/2018	\$164.14	11-1100-700-000
EFT000000001252	Wheeler, Kara Credit Card	Misc. Supplies	12/5/2018	\$69.70	11-1151-602-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - fuel for travel	12/5/2018	\$38.78	11-5510-606-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - fuel for travel (lost receipt)	12/5/2018	\$29.77	11-5510-606-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - supplies	12/5/2018	\$95.92	11-5510-606-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - team meal	12/5/2018	\$500.00	11-5510-606-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - team meal	12/5/2018	\$788.98	11-5510-606-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - team meal	12/5/2018	\$459.00	11-5510-606-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - lodging for recruiting	12/5/2018	\$64.09	11-5510-617-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - lodging for recruiting	12/5/2018	\$66.53	11-5510-617-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - lodging for recruiting	12/5/2018	\$127.80	11-5510-617-000
EFT000000001253	Harris, Kiyoshi Purchase Card	Football - lodigng for recruiting	12/5/2018	\$147.88	11-5510-617-000

EFT000000001254	Kippenberger, Kris Credit Card	5 jumbo glue boards for mice, snakes, rodents	12/5/2018	\$25.20	11-7300-850-000
EFT000000001255	Wech, Kris Purchase Card	Plate pay toll	12/5/2018	\$1.60	11-5510-617-000
EFT000000001255	Wech, Kris Purchase Card	Dust Mops	12/5/2018	\$118.04	11-7100-708-000
EFT000000001255	Wech, Kris Purchase Card	new vacuums for admin, field h	12/5/2018	\$167.94	11-7100-708-000
EFT000000001255	Wech, Kris Purchase Card	squeegee assembly	12/5/2018	\$652.69	11-7100-850-000
EFT000000001255	Wech, Kris Purchase Card	outdoor solar power lamps	12/5/2018	\$207.92	11-7300-850-000
EFT000000001255	Wech, Kris Purchase Card	thermostat	12/5/2018	\$101.59	16-9600-850-000
EFT000000001255	Wech, Kris Purchase Card	Pilot Ignition Control- oven	12/5/2018	\$99.95	16-9600-875-000
EFT000000001256	Markiewicz, Larry Purchase Card	Band Set & Score and Choir Parts for Dece	12/5/2018	\$273.49	11-1151-700-000
EFT000000001257	Crane, Leslie Credit Card	WBB - fuel for team event	12/5/2018	\$98.00	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - fuel for team event	12/5/2018	\$8.66	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - fuel for team event	12/5/2018	\$30.00	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - fuel for team event	12/5/2018	\$10.01	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - fuel for team travel	12/5/2018	\$1.52	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - fuel for team travel	12/5/2018	\$50.00	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - fuel for team travel	12/5/2018	\$50.00	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - lodging	12/5/2018	\$88.81	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - lodging for team event	12/5/2018	\$97.76	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - supplies	12/5/2018	\$5.58	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team eveng	12/5/2018	\$294.93	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$97.76	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$97.76	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$97.76	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$97.76	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$97.76	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$195.52	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$88.81	11-5540-606-000

EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$88.81	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$88.81	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$294.93	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event	12/5/2018	\$294.93	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for team event (seekir	12/5/2018	\$149.80	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodging for texas event	12/5/2018	\$724.17	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team lodigng for team evening (see	12/5/2018	\$99.51	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$127.14	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$115.15	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$82.00	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$169.88	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$162.60	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$218.42	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$60.00	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$251.30	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$120.37	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$143.13	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for team event	12/5/2018	\$98.29	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - trunk or treat meal for workers	12/5/2018	\$45.95	11-5540-606-000
EFT000000001257	Crane, Leslie Credit Card	WBB - meal for recruiting	12/5/2018	\$17.73	11-5540-617-000
EFT000000001257	Crane, Leslie Credit Card	WBB - meals for coaches/recruiting	12/5/2018	\$12.48	11-5540-617-000
EFT000000001257	Crane, Leslie Credit Card	WBB - recruiting	12/5/2018	\$20.00	11-5540-617-000
EFT000000001257	Crane, Leslie Credit Card	WBB - team meal for event	12/5/2018	\$117.64	11-5540-617-000
EFT000000001257	Crane, Leslie Credit Card	WBB - supplies for team & trunk or treat	12/5/2018	\$33.99	11-5540-698-000
EFT000000001257	Crane, Leslie Credit Card	WBB - fuel to get back to campus (mainter	12/5/2018	\$10.01	11-7200-721-000
EFT000000001257	Crane, Leslie Credit Card	WBB - candy for truck or treat	12/5/2018	\$103.79	71-5500-285-001
EFT000000001257	Crane, Leslie Credit Card	WBB - candy for truck or treat	12/5/2018	\$32.83	71-5500-285-001

EFT000000001258	Byrd, Mallory Credit Card	testing for four students	12/5/2018	\$66.86	71-1288-285-000
EFT000000001259	Ashford, Melissa Credit Card	Dinner for Laura, Melissa, and Tim on 10/9, 12/5/2018	12/5/2018	\$60.18	11-1223-601-000
EFT000000001259	Ashford, Melissa Credit Card	Gas for college car to get back from conference	12/5/2018	\$28.00	11-1223-601-000
EFT000000001259	Ashford, Melissa Credit Card	Hotel for Melissa during NACCE	12/5/2018	\$735.48	11-1223-601-000
EFT000000001259	Ashford, Melissa Credit Card	Laura and Melissa lunch on 10/10/2018	12/5/2018	\$21.27	11-1223-601-000
EFT000000001259	Ashford, Melissa Credit Card	parking during conference	12/5/2018	\$44.00	11-1223-601-000
EFT000000001259	Ashford, Melissa Credit Card	hats for embroidery supplies	12/5/2018	\$32.00	11-1223-701-000
EFT000000001260	Petrucka, Page CC	Cake, plates, and utensils for Cast Party	12/5/2018	\$29.72	11-1150-602-000
EFT000000001260	Petrucka, Page CC	Meal for KCACTF respondent	12/5/2018	\$33.82	11-1150-604-000
EFT000000001260	Petrucka, Page CC	4 texts, audio cd, and dvd needed for class	12/5/2018	\$120.95	11-1150-700-000
EFT000000001260	Petrucka, Page CC	instructional supplies	12/5/2018	\$37.89	11-1150-700-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - fuel for travel (highland)	12/5/2018	\$25.00	11-5510-606-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - travel fuel for football event	12/5/2018	\$60.50	11-5510-606-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - travel meal for football event	12/5/2018	\$11.40	11-5510-606-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - travel meal for team event	12/5/2018	\$8.17	11-5510-606-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - travel fuel for football event	12/5/2018	\$13.04	11-5510-606-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training -	12/5/2018	\$19.18	11-5595-698-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - early membership fee	12/5/2018	\$44.06	11-5595-698-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - License renewal for R. M	12/5/2018	\$68.68	11-5595-698-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - Membership Dues	12/5/2018	\$249.00	11-5595-698-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - perscription for J. Davis	12/5/2018	\$7.49	11-5595-698-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - perscription for M. Taylor	12/5/2018	\$17.80	11-5595-698-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - perscriptions for R. Edwards	12/5/2018	\$11.84	11-5595-698-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - supplies	12/5/2018	\$14.68	11-5595-698-000
EFT000000001261	Martin, Raechal Credit Card	Athletic Training - postage for mailing student	12/5/2018	\$29.19	11-6500-611-000
EFT000000001262	Peitz, Rebeka Credit Card	candy for recruiting	12/5/2018	\$44.22	11-4220-701-000
EFT000000001262	Peitz, Rebeka Credit Card	amazon	12/5/2018	\$12.99	11-6500-695-001

EFT000000001263	Allen, Samantha Credit Card	Softball - entry disputed by Coach Allen	12/5/2018	\$1.48	11-5560-617-000
EFT000000001263	Allen, Samantha Credit Card	Softball - lodging for recruiting trip	12/5/2018	\$148.10	11-5560-617-000
EFT000000001263	Allen, Samantha Credit Card	Softball - supplies for Football concessions	12/5/2018	\$11.78	71-5500-285-002
EFT000000001263	Allen, Samantha Credit Card	Softball - supplies for football concessions	12/5/2018	\$47.76	71-5500-285-002
EFT000000001263	Allen, Samantha Credit Card	Softball - supplies for football concessions	12/5/2018	\$57.19	71-5500-285-002
EFT000000001263	Allen, Samantha Credit Card	Softball - supplies for football concessions	12/5/2018	\$17.28	71-5500-285-002
EFT000000001263	Allen, Samantha Credit Card	Softball - supplies for football concessions	12/5/2018	\$122.60	71-5500-285-002
EFT000000001263	Allen, Samantha Credit Card	Softball - supplies for football concessions	12/5/2018	\$70.16	71-5500-285-002
EFT000000001263	Allen, Samantha Credit Card	Softball - supplies for football concessions	12/5/2018	\$10.91	71-5500-285-002
EFT000000001263	Allen, Samantha Credit Card	Softball - trunk or treat meal for workers	12/5/2018	\$32.28	71-5500-285-002
EFT000000001263	Allen, Samantha Credit Card	Softball - team meal for event	12/5/2018	\$5.14	71-5560-285-000
EFT000000001263	Allen, Samantha Credit Card	Softball - team meal for event	12/5/2018	\$138.53	71-5560-285-000
EFT000000001264	Kattenberg, Sara Purchase Card	cab from airport to motel - SK - conf in Mi	12/5/2018	\$34.21	31-8502-601-000
EFT000000001264	Kattenberg, Sara Purchase Card	meal at airport - SK - conf in Milwaukee	12/5/2018	\$10.58	31-8502-601-000
EFT000000001264	Kattenberg, Sara Purchase Card	Chair for UB Office	12/5/2018	\$26.52	31-8502-719-000
EFT000000001264	Kattenberg, Sara Purchase Card	Chair for UB office	12/5/2018	\$76.98	31-8502-719-000
EFT000000001264	Kattenberg, Sara Purchase Card	Chair for UB Office	12/5/2018	\$32.44	71-8500-285-000
EFT000000001265	Owens, Sarah Credit Card	Books for HPR program	12/5/2018	\$1,386.41	11-4100-703-000
EFT000000001265	Owens, Sarah Credit Card	halloween program	12/5/2018	\$395.40	71-4100-285-000
EFT000000001266	Manning, Sue Credit Card	cpr cards and face shields	12/5/2018	\$178.15	12-1287-700-000
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - livestream system	12/5/2018	\$40.01	11-5500-646-000
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - Membership dues for T. Tu	12/5/2018	\$201.74	11-5500-646-000
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - fuel for football event	12/5/2018	\$32.02	11-5510-606-000
EFT000000001267	Geldenhuis, Tammie Credit Card	ATHletic Dept. - fuel for football event (Los	12/5/2018	\$27.00	11-5510-606-000
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - meal for football event	12/5/2018	\$16.99	11-5510-606-000
EFT000000001267	Geldenhuis, Tammie Credit Card	ATHletic Dept. - meal for football event (Lo	12/5/2018	\$93.02	11-5510-606-000
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - meals for football event	12/5/2018	\$57.55	11-5510-606-000



EFT000000001267	Geldenhuis, Tammie Credit Card	transportation for football team	12/5/2018	\$6,915.00	11-5510-606-000
EFT000000001267	Geldenhuis, Tammie Credit Card	ATHletic Dept. - meal for contractors	12/5/2018	\$49.25	71-5500-285-000
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - out building for football ec	12/5/2018	\$1,000.00	71-5500-285-000
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - postage cost	12/5/2018	\$15.64	71-5500-285-000
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - supplies	12/5/2018	\$60.99	71-5500-285-001
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - foods for concessions	12/5/2018	\$315.00	71-5500-285-002
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - foods for concessions	12/5/2018	\$135.00	71-5500-285-002
EFT000000001267	Geldenhuis, Tammie Credit Card	Athletic Dept. - foods for concessions	12/5/2018	\$90.00	71-5500-285-002
EFT000000001268	Floyd, Taylor Credit Card	Student Life - equipment for admissions re	12/5/2018	\$454.93	11-5300-617-000
EFT000000001268	Floyd, Taylor Credit Card	Student Life - computer equipment/progra	12/5/2018	\$1,080.00	11-5700-693-000
EFT000000001268	Floyd, Taylor Credit Card	Student Life - equipment	12/5/2018	\$684.97	11-5700-693-000
EFT000000001268	Floyd, Taylor Credit Card	Student Life - supplies	12/5/2018	\$32.78	11-5700-693-000
EFT000000001268	Floyd, Taylor Credit Card	Student Life - theater compuer cable	12/5/2018	\$14.21	11-5700-693-000
EFT000000001268	Floyd, Taylor Credit Card	Student Life - supplies for field opening	12/5/2018	\$10.95	71-5500-285-000
EFT000000001268	Floyd, Taylor Credit Card	Student Life - supplies for football	12/5/2018	\$45.03	71-5500-285-000
EFT000000001268	Floyd, Taylor Credit Card	Student Life - supplies for football	12/5/2018	\$60.85	71-5500-285-000
EFT000000001268	Floyd, Taylor Credit Card	Student Life - supplies for football	12/5/2018	\$189.88	71-5500-285-000
EFT000000001269	Vestal, Teresa Credit Card	Web site fees	12/5/2018	\$45.00	16-9300-646-000
EFT000000001269	Vestal, Teresa Credit Card	Drinks\Sodas for Resale	12/5/2018	\$191.95	16-9300-740-000
EFT000000001269	Vestal, Teresa Credit Card	fooda and Drinks for Resale	12/5/2018	\$261.94	16-9300-740-000
EFT000000001269	Vestal, Teresa Credit Card	New Cash Drawer for Register	12/5/2018	\$190.00	16-9300-850-000
EFT000000001270	Haynes, Timothy Credit Card	Haynes hotel stay/NACCE	12/5/2018	\$735.48	11-1223-601-000
EFT000000001271	Lawrence, Tonda Credit Card	hair color	12/5/2018	\$97.86	12-0100-485-000
EFT000000001271	Lawrence, Tonda Credit Card	lash and brow tint	12/5/2018	\$149.74	12-0100-485-000
EFT000000001271	Lawrence, Tonda Credit Card	soak off	12/5/2018	\$84.29	12-0100-485-000
EFT000000001271	Lawrence, Tonda Credit Card	lunch while in Wichita for students to test	12/5/2018	\$29.88	12-1273-602-000
EFT000000001271	Lawrence, Tonda Credit Card	renew license for Chelsea Bailey	12/5/2018	\$50.00	12-1273-681-000

EFT000000001271	Lawrence, Tonda Credit Card	15.00 10.00 5.00 gift cards for halloween cc	12/5/2018	\$30.00	12-1273-700-000
EFT000000001271	Lawrence, Tonda Credit Card	last and brow tint	12/5/2018	\$43.26	12-1273-700-000
EFT000000001271	Lawrence, Tonda Credit Card	make up brushes for brow tint, make up fo	12/5/2018	\$37.55	12-1273-700-000
EFT000000001271	Lawrence, Tonda Credit Card	soak off	12/5/2018	\$161.85	12-1273-700-000
EFT000000001271	Lawrence, Tonda Credit Card	written exam for 4 students (KBOC Nat'l te	12/5/2018	\$375.00	12-1273-700-001
EFT000000001272	Turner, Tony Credit Card	basketball nets	12/5/2018	\$8.19	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - fuel for vans	12/5/2018	\$3.00	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - fuel for vans for eam event	12/5/2018	\$10.12	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - fuel for vans for team event	12/5/2018	\$20.00	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - fuel for vans for team event	12/5/2018	\$54.00	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - fuel for vans for team event	12/5/2018	\$10.00	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - post game team meal	12/5/2018	\$70.10	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$146.79	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$119.85	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$117.80	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$55.83	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$25.80	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$33.00	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$202.25	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$90.37	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$119.89	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$72.89	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$27.38	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$54.70	11-5520-606-000
EFT000000001272	Turner, Tony Credit Card	MBB - lodging for prep school	12/5/2018	\$63.00	11-5520-681-000
EFT000000001272	Turner, Tony Credit Card	MBB - lodging for prep school	12/5/2018	\$63.00	11-5520-681-000
EFT000000001272	Turner, Tony Credit Card	MBB - lodging for Prep school	12/5/2018	\$63.00	11-5520-681-000

EFT000000001272	Turner, Tony Credit Card	MBB - lodging for prep school	12/5/2018	\$63.00	11-5520-681-000
EFT000000001272	Turner, Tony Credit Card	MBB - shotting shirts	12/5/2018	\$409.80	11-5520-698-000
EFT000000001272	Turner, Tony Credit Card	MBB - team meal	12/5/2018	\$115.80	11-5520-698-000
EFT000000001272	Turner, Tony Credit Card	basketball nets	12/5/2018	\$8.19	11-5540-698-000
EFT000000001272	Turner, Tony Credit Card	MBB - candy for trunk or treat	12/5/2018	\$90.20	71-5500-285-001
EFT000000001272	Turner, Tony Credit Card	MBB - gloves for football game	12/5/2018	\$51.30	71-5500-285-001
EFT000000001272	Turner, Tony Credit Card	MBB - meal for trunk or treat	12/5/2018	\$92.77	71-5500-285-001
EFT000000001273	Isle, Wendy Credit Card	Lunch in Iola after KDRS training	12/5/2018	\$26.95	11-6200-602-000
EFT000000001273	Isle, Wendy Credit Card	New employee MVR	12/5/2018	\$13.70	11-7200-681-000
EFT000000001273	Isle, Wendy Credit Card	New employee MVR	12/5/2018	\$13.70	11-7200-681-000
EFT000000001274	Henderson, Jim Credit Card	IPA Source Yea	12/5/2018	\$79.95	11-1151-700-000
EFT000000001274	Henderson, Jim Credit Card	Dry clean choir outfits	12/5/2018	\$305.00	11-1151-850-000
EFT000000001275	Kansas Department of Revenue-Sales Tax	Nov. 2018 County Sales Tax	12/13/2018	\$252.46	11-0100-216-000
EFT000000001275	Kansas Department of Revenue-Sales Tax	Nov. 2018 City Sales Tax	12/13/2018	\$9.71	11-0100-217-000
EFT000000001276	ICC Marketing c/o Keli Tuschman	advertising materials	12/13/2018	\$95.00	11-6300-615-000
EFT000000001276	ICC Marketing c/o Keli Tuschman	marketing materials	12/13/2018	\$17.98	11-6300-615-000
EFT000000001277	Tuschman, Keli Credit Card	advertising materials	12/13/2018	\$39.39	11-6300-615-000
EFT000000001277	Tuschman, Keli Credit Card	marketing materials	12/13/2018	\$15.33	11-6300-615-000
EFT000000001277	Tuschman, Keli Credit Card	marketing materials	12/13/2018	\$15.23	11-6300-615-000
EFT000000001277	Tuschman, Keli Credit Card	marketing materials	12/13/2018	\$455.73	11-6300-615-000
<b>Total Payables</b>				<b>\$253,789.42</b>	

# Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD  
President

Date: January 10, 2019

Re: President's Report

---

As always, I will report on items that I think the Board needs to know about, needs to be stated publicly, or for which I need feedback from the Board. For the month of January, those items will include:

Accreditation Update  
Strategic Planning Progress Update  
Dashboard Review

# Fiscal Operations Dashboard

## As of 12/31/18

Outstanding Accounts Receivable (ICC)									
	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Total AR Aging
Outstanding Accounts Receivable	\$138,579.47	\$107,224.25	\$38,593.04	\$48,082.09	\$62,321.68	\$92,646.86	\$216,419.78		\$703,867.17
% Of Uncollected Accounts Receivable	10.36%	8.85%	13.72%	4.21%	5.82%	23.34%	11.00%		11.04%

Outstanding Accounts Receivable (ICC Student Housing)									
*Based on Move Out Date	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Total
Outstanding Accounts Receivable	\$36,499.56	\$35,658.64	\$3,123.79	\$12,204.33	\$11,892.43	\$3,405.00	\$63,958.31		\$229,487.50
% Of Uncollected Accounts Receivable							29.01%		29.01%

Billing Credits Fall							
TERM	IN DISTRICT	BORDER STATE	INTERNATIONAL	OUT OF DISTRICT	OUT OF STATE	TOTAL BILLING CREDITS:	
Fall 2018	2936	900	245	2723	3195	9999	
Fall 2017	2843	1328	274	3112	2496	10053	
Term Credit Hour Increase (Decrease)	93	-428	-29	-389	699	-54	
<i>Change in Tuition/Fees Increase (Loss)</i>							
						Total Change in Revenue:	Total Change in Cash:
Tuition	5022	-28676	-4379	-23340	46833	-4540	-908
Fees	4185	-19260	-1305	-17505	31455	-2430	-2430
Innovation	2790	-12840	-870	-11670	20970	-1620	-1620
Total Revenue Increase (Loss)	\$11,997.00	-\$60,776.00	-\$6,554.00	-\$52,515.00	\$99,258.00	(\$8,590.00)	(\$4,958.00)

Billing Credits Spring								
TERM	IN DISTRICT	BORDER STATE	INTERNATIONAL	OUT OF DISTRICT	OUT OF STATE	TOTAL BILLING CREDITS: As of 1/2/19	TOTAL BILLING CREDITS:	TOTAL %:
Spring 2019	1471	495	160	1784	930	4840	4840	
Spring 2018	2793	1265	251	2515	2223	9047	9047	
Term Credit Hour Increase (Decrease)	-1322	-770	-91	-731	-1293	-4207	-4207	53.50%
<i>Change in Tuition/Fees Increase (Loss)</i>								
						Revenue:	Total Change in Cash:	
Tuition	-71388	-51590	-13741	-43860	-86631	-227178	-45435.6	
Fees	-59490	-34650	-4095	-32895	-58185	-189315	-189315	
Innovation	-39660	-23100	-2730	-21930	-38790	-126210	-126210	
Total Revenue Increase (Loss)	-\$170,538.00	-\$109,340.00	-\$20,566.00	-\$98,685.00	-\$183,606.00	(\$542,703.00)	(\$360,960.60)	

## Fiscal Operations Dashboard

### Dorm Occupancy

	Maximum Occupancy Rate:	Cost Per Term	Fall 2017 Occupancy Count	Fall 2017 Occupancy %	Fall 2018 Occupancy Count	Fall 2018 Occupancy %	Vacant Rooms	ICC Vacancy Loss
Captains Quarters	184	\$1,225.00	147	80%	150	81.52%	34	-\$41,650.00
Bricks	36		31	86%	30	83.33%	6	-\$7,350.00
<i>Single</i>	20	\$1,600.00						
<i>Double</i>	16	\$1,225.00						
Villas	142	\$1,975.00	127	89%	134	93.66%	8	
<b>Total Revenue Increase (Loss)</b>								<b>(\$49,000.00)</b>

\*\* Students who moved out prior to the last day to add/drop classes are not included. (August 23rd, Total of 13 in CQ, Total of 11 in Villas )

\*\* Students who move out prior to the add/drop period are only charged for approximately 1 month of rent

### Budget Revenues and Expenses

	Budget 2018-19	YTD 2018-19	% 2018-19	Budget 2017-18	YTD 2017-18	% 2017-18
All Funds:						
Revenues	\$14,495,786.00	\$5,066,297.62	34.95%	\$14,056,475.00	\$5,376,803.48	38.25%
Expenses	\$14,547,159.00	\$6,121,873.89	23.62%	\$15,793,639.48	\$6,981,296.30	44.20%
<i>Total Collected Revenue</i>		<i>\$4,849,877.84</i>	<i>33.46%</i>		<i>\$5,227,806.67</i>	<i>37.19%</i>
<b>Total Revenues-Expenses</b>		<b>(1,055,576.27)</b>			<b>(1,604,492.82)</b>	

### Bank Balance History and Projections

Month Ending:	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
July		\$4,007,749.27	\$3,109,049.79	\$3,264,249.59	\$2,169,347.76	\$1,798,977.41	\$1,379,345.83	\$1,673,332.57
August	\$4,370,043.24	\$4,336,901.70	\$3,298,975.69	\$3,570,755.52	\$2,539,764.98	\$2,077,651.24	\$1,789,773.46	\$1,934,440.14
September		\$4,305,222.10	\$2,981,240.11	\$2,720,982.59	\$2,034,268.53	\$1,631,999.58	\$1,902,904.61	\$2,354,999.69
October	\$3,443,754.36	\$3,700,509.09	\$2,684,044.00	\$2,871,092.20	\$1,847,334.08	\$1,540,087.74	\$1,273,528.42	\$1,665,387.10
November	\$2,961,441.44	\$2,827,471.65	\$1,708,938.76	\$1,781,777.10	\$1,170,986.78	\$725,128.83	\$741,398.46	\$1,037,299.74
<b>December</b>	<b>\$2,603,988.47</b>	<b>\$2,077,918.09</b>	<b>\$1,065,640.45</b>	<b>\$1,228,499.88</b>	<b>\$464,118.98</b>	<b>\$427,248.70</b>	<b>\$249,509.06</b>	<b>\$507,427.99</b>
January	\$5,418,318.15	\$4,803,890.47	\$4,942,552.24	\$4,509,806.68	\$3,372,271.47	\$3,795,447.17	\$3,424,319.15	\$4,082,973.89
February	\$5,742,865.94	\$4,174,313.64	\$4,065,244.00	\$4,049,897.75	\$2,992,077.26	\$2,902,791.50	\$2,253,512.58	\$2,924,505.35
March	\$4,993,435.47	\$4,461,812.69	\$4,191,996.06	\$4,392,125.97	\$2,974,737.13	\$2,950,859.73	\$2,627,136.70	\$3,320,467.50
April	\$3,803,539.07	\$3,339,848.88	\$3,104,682.45	\$2,454,468.16	\$1,924,390.88	\$1,629,814.15	\$1,617,061.62	\$2,322,730.45
May	\$3,231,319.70	\$2,647,322.32	\$2,332,462.04	\$1,632,458.88	\$1,148,683.94	\$762,759.72	\$631,730.67	\$1,329,737.53
June	\$4,646,504.12	\$3,746,154.25	\$3,684,880.46	\$2,836,519.95	\$2,658,950.86	\$2,044,874.96	\$2,383,293.36	\$3,096,814.72
							*Projected	*Projected

## Fiscal Operations Dashboard

### Fiscal Operations Opportunities and Net Cash Return on Investment

	Achievable	Expenses	Total Revenue	Total Cash	Net Cash ROI	Progress 11/1/18	Progress 12/4/18
<b>Increase Fall 18 Mid-Semester Enrollment by 249 credit hours</b>	YES with hard marketing push and support	Already budgeted; not exceeding last year expenditures	\$35,772.00	\$22,095.00	\$22,095.00	\$7,099.00	\$7,099.00
<b>Collect Past Due Summer 18 accounts</b>	YES		\$2,000.00	\$12,000.00	\$12,000.00	\$10,000.00	\$11,191.85
<b>Collect Current Term accounts prior to end of term</b>	YES with campus support		\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$0.00
<b>Increase Housing Occupancy by 10 students</b>			\$0.00	\$12,250.00	\$12,250.00	\$12,250.00	\$0.00
<b>Totals:</b>			<b>\$75,022.00</b>	<b>\$61,345.00</b>	<b>\$59,345.00</b>	<b>\$18,290.85</b>	<b>\$64,546.74</b>

### 2018-19 Budget year Cost Increases & Budget Reductions Summary

	Budgeted	Actual YTD (Estimated)	%
<b>Cost Increases</b>			
Total Budget Increases	\$432,032.00	\$178,796.05	41.38%
Total Budget Increases (Athletics)	\$99,809.00	\$47,107.68	47.20%
<b>Total Budget Increases</b>	<b>\$531,841.00</b>	<b>\$225,903.73</b>	<b>42.48%</b>
<b>Budget Reductions</b>			
Total Budget Reductions	-\$1,154,418.00	-\$481,083.86	41.67%
Total Budget Reductions (Athletics)	-\$123,262.00	-\$52,455.00	42.56%
<b>Total Budget Reductions</b>	<b>-\$1,277,680.00</b>	<b>-\$533,538.86</b>	<b>41.76%</b>

# Personnel Report January, 2019

---

## Employment/New Hires:

Benny Beurskens

Role: Maintenance Specialist

Date of Hire: 01/02/2019

Hiring Rate of Pay: 13.00/hourly (\$27,040 annually)

## Separations:

Joni Pratt

Role: Navigator

Dates of employment: June 25, 2018 thru December 31, 2018

Ending rate of pay: \$2750/monthly (\$33,000 annually)

Keli Tuschman

Role: Director of Human Resources

Dates of employment: July 9, 2012 thru January 6, 2019

Ending rate of pay: \$6327/monthly (\$75,920 annually)

## Employment Searches:

- Marketing Manager
- Assistant Athletic Trainer
- Head Volleyball Coach
- Art Instructor
- Culinary Art Instructor
- Navigator
- Assistant Football Coach
- Director of Human Resources

<b>Total Full Time Employees</b>	<b>108</b>
Full Time Staff Positions	48
Grant Funded TRIO Programs	8
Full Time Faculty Positions	31
Full Time Coaching Positions	21



<b>Grants Report, January 1, 2019</b>				
<b>Ref. No.</b>	<b>Grant Name</b>	<b>Description</b>	<b>Potential Funding</b>	<b>Comments</b>
<b>Activity Since Last Report</b>				
<b>1</b>	Mid America Arts Alliance Artistic Innovation Grant	For production that can be part of 2020 Inge Festival	\$15,000, 1:1 match	Notified 12.20.18 that Phase I is approved; invited to submit Phase II application; due Jan. 27, 2019
<b>Status of Submitted Proposals Still Under Review</b>				
<b>2</b>	Kansas Heritage Trust Fund	Further repairs for Inge House, apply through Inge Foundation	\$22,368, no ICC match	Submitted Nov. 1 for Feb. 2019 notification
<b>3</b>	National Endowment for the Arts, Art Works	Playwright guest artists for 2020	\$15,000.00	Submitted July 24. April 2019 notification.
<b>Proposals in Progress</b>				
<b>4</b>	Kansas Creative Arts Industries Commission Guest Artists grant	Funding for guest artists to attend Inge Festival	Approx. \$3,000	Apply Jan. 7, 2019 for March notification
<b>5</b>	People for Bikes	For prospective bicycle-related improvements for potential bike program for students	Up to \$10,000	Phase I due Jan. 18, 2019 for May 2019 notification
<b>6</b>	Kansas Creative Arts Industries Commission Innovative Arts Grants	Funding for 2019 Summer Quest playwriting program with Four County Mental Health	\$10,910 from KCAIC; \$7,000 from Four County.	Apply Jan. 7, 2019 for March notification

Prospective Proposals				
7	Title III eligibility	Designation grants waiver to some Fed sharing costs	Approx. \$15,000	No announcement yet of notice for applications; anticipated Feb. 2019
8	National Science Foundation Advanced Technical Education	For engineering curriculum to align better with Fab Lab.	\$200,000.00	Fab Lab staff requests to submit a proposal in October 2019, when new fully functioning fab lab will make proposal more competitive
9	Small Business Innovation Reserch and Small Business Technology Transfer	Partnerships with private businesses	Up to \$150,000, with 30 percent indirect costs for ICC	Requires qualified business partner. Fab Lab scouting for possible partners.
			<b>Submitted Proposals, Under Current Review</b>	<b>Proposals in Progress</b>
<b>Totals</b>		<b>\$52,368.00</b>		<b>\$30,910.00</b>
<b>Totals, FY 2018-2019 Awards Granted</b>				
	Grant Name	Description	Funding	Comments
1	Kansas Creative Arts Industries Commisison Equipment Grant	Acoustic sound shells	\$5,000.00	Total cost of sound shells \$10,660
2	Independence Community College Foundation	Acoustic sound shells	\$5,000.00	Total cost of sound shells \$10,660
<b>Total</b>		<b>\$10,000.00</b>		

Annual  
Program  
Of  
Computer  
Information  
Technology  
For  
2018-2019

Prepared by  
Melissa Ashford

11/30/2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

Below is the completion data for the CIT program during the 17-18 AY. This data was provided by ICC IR department and has been analyzed by the CIT Program Lead faculty member Melissa Ashford. This completion data confirms the belief held by the Program Lead that those students enrolling in CIT courses, whether online or on ground, are successful in completing the course. It is the desire for these completers to also attempt the industry wide respected certifications exams. At this time, it is not a requirement of the program, but students are encouraged. In face to face conversations with students, they often state money is the deciding factor. Many of these exams are expensive even with the reduced rate the faculty member can provide. With the start of the 18-19 AY students will be required to take any free certification exams the faculty member can find. There are some entry-level exams offered by Microsoft that students could benefit from. Since this data shows high course completion, it is in the students' best interest to take advantage of these industry certs and the program faculty is committed to do her part in helping them achieve these important credentials. This will help guide curriculum and program decisions.

It should also be noted that of the 3 full time faculty in the Computer Technology Department, only 1 is currently assigned to CIT. In the 17-18 AY, there was some crossover of courses within the programs. The CIT advisory committee strongly urged for more IT specific technical courses. In 18-19 AY, all the technical courses in the degree and certificate are IT specific and will be taught by one IT instructor, Assoc. Professor Melissa Ashford.

CIT Assessment Data AY 2018

**Number of Faculty:**

3 full time (Blaes, Coy, Ashford)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 70 total credit hours taught, with 302 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

**Average CCA Class size:**

20.7 students in Face-to-Face classes

17.33 students in online classes

19.92 students across all CCA courses

**CCA Completion rates:**

99.03% face-to-face

90.38% online

97.30% all CCA courses

**CCA Pass ('D' or better) rates:**

90.73% face-to-face

82.98% online

89.29% all CCA courses

**Average Other CIT Class size:**

6 students in Face-to-Face classes

1 students in online classes

5.38 students across all courses

**Other CIT Completion rates:**

92.86% face-to-face

100% online

93.02% all courses

**Other CIT Pass ('C' or better) rates:**

79.49% face-to-face

100% online

80% all courses

**Number of Majors:** 2 AAS CIT (1 returned in Fall 2018), 0 Cert CIT

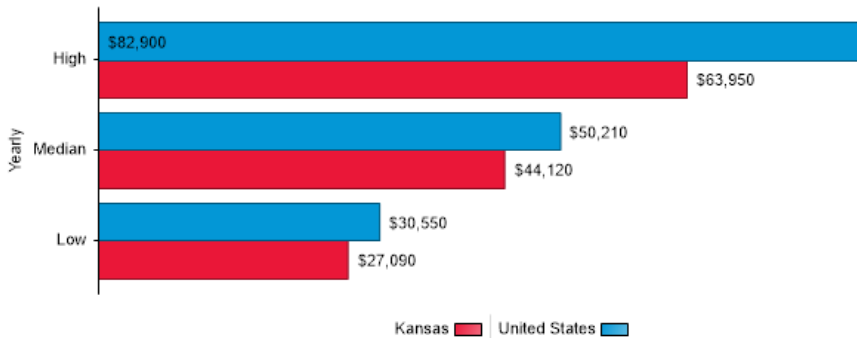
**Degrees Awarded:** 0 AAS CIT, 0 Cert CIT

Below is the link, as well as a chart of the Occupational Outlook Handbook prepared by the Bureau of Labor stats web page describing wage and growth rates for this program. I have also included statistics for the state of Kansas in employment growth and wages. This field is growing faster than the average at 11% with a \$52,810 median pay in 2017. While advanced IT jobs may take a bachelor's degree, even Master's, many of the jobs are open to people with an Associates and vendor-neutral certifications are a benefit when looking for a job in this field.

Students at ICC can obtain many certifications in various IT areas at a free or reduced cost because the Program Faculty member, Melissa Ashford is a CompTIA and Microsoft IT Academy Instructor.

#### Quick Facts: Computer Support Specialists

<u>2017 Median Pay</u>	\$52,810 per year \$25.39 per hour
<u>Typical Entry-Level Education</u>	<a href="#">See How to Become One</a>
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2016</u>	835,300
<u>Job Outlook, 2016-26</u>	11% (Faster than average)
<u>Employment Change, 2016-26</u>	88,500



**Wages for Computer User Support Specialists in KANSAS**

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
United States	Hourly	\$14.15	\$18.18	\$23.74	\$30.64	\$39.50
	Yearly	\$29,440	\$37,810	\$49,390	\$63,740	\$82,160
Kansas	Hourly	\$12.42	\$16.15	\$21.12	\$25.30	\$31.40
	Yearly	\$25,830	\$33,590	\$43,930	\$52,620	\$65,310
Manhattan, KS MSA	Hourly	\$9.69	\$17.46	\$22.71	\$27.95	\$31.60
	Yearly	\$20,150	\$36,320	\$47,230	\$58,140	\$65,730
Kansas City, MO-KS MSA	Hourly	\$14.63	\$18.95	\$22.66	\$27.82	\$34.46
	Yearly	\$30,430	\$39,410	\$47,130	\$57,860	\$71,670
Topeka, KS MSA	Hourly	\$13.48	\$17.59	\$21.57	\$25.27	\$31.03
	Yearly	\$28,030	\$36,580	\$44,870	\$52,560	\$64,550
Northwest Kansas Balance of State Area	Hourly	\$11.72	\$15.86	\$20.37	\$23.78	\$30.68
	Yearly	\$24,370	\$32,990	\$42,360	\$49,450	\$63,820
St. Joseph, MO-KS MSA	Hourly	\$12.66	\$15.06	\$19.97	\$26.22	\$30.10
	Yearly	\$26,330	\$31,320	\$41,530	\$54,530	\$62,600
Northeast Kansas Balance of State Area	Hourly	\$11.88	\$16.02	\$19.82	\$23.77	\$29.76
	Yearly	\$24,710	\$33,330	\$41,230	\$49,440	\$61,910
Southwest Kansas Balance of State Area	Hourly	\$11.56	\$14.66	\$18.63	\$22.95	\$27.33
	Yearly	\$24,030	\$30,500	\$38,760	\$47,730	\$56,840

<https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm#tab-1>

This degree is meant to be terminal, meaning students who successfully complete it are ready to go to work in the field of IT; however, this degree does seamlessly transfer to KState's Polytechnic Technology Management BS. Students who complete the ICC AAS CIT are able to enter into this BS as Juniors ready to finish their Gen Eds and remaining elective courses. The link to the 2 + 2 is found below.

<https://polytechnic.k-state.edu/documents/academics/integratedstudies/partnerships/Tech%20Mangt%20Independence.pdf>



## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

Based on the program faculty member's review of course and program assessment data it has been determined that there is a need for more technical skill training. Students are not meeting outcome goals of the more advanced course work without extensive help from the instructor. This is part of what has led to the revamping of the CIT program to allow for students to enter the program during any semester and be successful because of curriculum and teaching method changes being made in the 18-19 AY.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

A new committee was formed in the Spring of 2018 to include IT professionals from many different types of industries. Below are the Members of the CIT Advisory Committee and the minutes from the last meeting are attached in the appendices section. It was partially on advice of this advisory committee that curriculum changes were made to the CIT program. The Program Faculty Lead finds the opinions of these respected experts very valuable in making decisions to keep up with industry trends.

\*Melissa Ashford – CIT Program Faculty Lead

Eric Montgomery – Chief Information Officer – Educational Institution

Brett Bertie – Systems Administrator/Help Desk

Erin Tuttle – Application Support Analyst – Corporation

Jeremy Robertson – Network Administrator – City Government

Gene Ewert – IT Director – Mid-Size Business

Lon Elliot – Departmental Help Desk/Network Administrator – Corporation

#### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

No required specialized accreditation for this program

#### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

This program meets HLC Criterion 3: Teaching and Learning: quality, Resources, and support by ensuring that the students are able to successfully complete all core components of the program through various modalities of delivery equally. The curriculum addresses current industry standards and needs within the field of study, preparing students for the workforce in IT. The faculty members teaching in this area are appropriately qualified and participate in continuing education opportunities each year to ensure standards are either maintained or exceed the expectations of the institution.

This program meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

- Excellence: Academic excellence of this program has been evaluated through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.
- Responsiveness: Program faculty assessed need and continually work update this program to meet the KBOR guidelines, which meets the program requirements for the K-State 2+2 articulation agreement.
- Diversity/Enrichment: Students are exposed to global issues and policies. Students completing this program have the opportunity to hear from a diverse population of IT professionals.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Computer Information Technology (CIT) is a degree that offers

several possibilities for students entering many different computer related fields for work or transfer. Currently, one faculty instructor teaches all the core CIT classes for this program and some of those same classes are optional electives in several other degrees.

This program is currently on the Governor's list as a highly in need field that is a direct career pathway for today's high school students. Every effort has been made by the faculty in charge of this program to use simulated labs which can allow for students at our area high schools to take the courses in the program online and/or by appointment. Faculty also offer the courses in the program during the morning hours to accommodate students at the area high schools who wish to come to campus to take an on-ground version of the course.

Being on the Governor's list also means that Adult Basic Education and GED students who declare this program as their primary field of study are eligible to receive funds through the AOK program to help defray costs of tuition and fees while completing their GED or obtaining Adult Basic skills through ICC's ABE/GED program. The program faculty is working with the Fab Lab staff and the ABE/GED staff to possibly teach some of the courses concurrently throughout the ABE/GED day. Plans should be finalized during the spring of 2019.

While this is a two-year terminal certificate and degree program, this programs seamlessly transfers to the K-State Polytechnic Technology Management BS degree. Faculty will help any student wishing to transfer make the transition. There are two stand-alone certificates embedded into this program which can help students get a job while finishing the degree. These two courses are A+ PC Repair and Maintenance and CompTIA Networking +.

Note: The K-State 2 + 2 is attached in the appendices.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

Technology is ever changing. The program faculty attempts to stay abreast of the latest changes in both hardware and software and adjusts the curriculum accordingly. This often means the curriculum is changing each year. Currently the program relies very heavily on up to date simulators for virtual labs. This format allows the college to always have the most current curriculum available to students at minimal cost. The college does not have continually purchase hardware or software that becomes outdated. There is a major drawback to this. Students have minimal opportunity to put their hands-on physical components. Most of the IT industry is currently centered around software much more than hardware. However, the program faculty understands the need for that physical contact with hardware. Therefore, Microcontrollers and Automation is a course that has been added to the program for AY 18-19 that will allow students to build and repair circuitry on a much smaller scale. This allows for hands on with real component opportunities while keeping costs low.

Students completing either the certificate, including the A+ and Networking + stand-alone certificates, or the degree are ready to apply for entry level IT work. These jobs can range from help desk to computer repair personnel. Students also could transfer to a four-year institution and begin working on a BS. As stated before the AAS in CIT will transfer seamlessly into K-State Polytechnic's Tech Management program where students will begin working on the management side and finish up a few general education courses. They will enter with a junior status if completing the degree plan in the 18-19 catalog.

The CIT advisory committee is polled each year and consulted on current trends and needs in the industry, as well as providing suggestions for improving curriculum. Our committee is made up of diverse people group with various background and types of careers in the field. The lead program faculty invites members of the committee to visit some of the courses and give a real-world view of the industry and what it is like to work in the field. There has been some discussion of touring some of the IT facilities managed by some of our committee members. This is something we will be looking at in the 19-20 AY.

## 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

A+ Computer Repair and Maintenance – Stand Alone Certificate (leads into the CIT Cert and CIT AAS)

Networking + - Stand Alone Certificate (leads into the CIT Cert and CIT AAS)

CIT Certificate B – Leads into the AAS in CIT

AAS in CIT – Can transfer to K-State seamlessly

Any course in the program can be taken as a free elective for any degree on campus. Liberal and General Studies students who have an interest in technology and possibly becoming a computer science major at their next institution should take one or more classes. Each 4-year is different and each program at a 4-year is different. However, almost every program at every institution allows for 3-9 credits of “free” electives. These are classes that do not have to fit into the major, minor, or area of interest.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

The following are budget requests for the CIT program in the 19-20 AY

1. Provide a separate budget line for CIT so that funding and expenses can easily be tracked.

2. Provide \$2,000 in instructional supplies to CIT Supplies. This can help defray costs associated with materials/supplies for the hands-on project classes.

3. Provide funding to allow for CIT students to take industry certs. Provide \$3,500 (\$95-200 per test per student). There are several MTA certs that are free to the students at this point just for completing courses. Students are taking the free exams as part of the requirements for CIT courses in AY 18-19.

4. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, \$30; CompTIA conference each year (locations and therefore travel vary) \$1,000.



## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

This program review was developed by the Lead Program Faculty Member: Melissa Ashford, with contributions of data provided by the IR office: Anita Chappuie and the Business Officer: Wendy Isle.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

How does the College promote this program through focused marketing? Does the College provide any program specific scholarships?

I agree with the narrative presented in this report.

Brian Southworth, STEMB Division Chair, 12.6.2018

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

### **COMPUTER INFORMATION TECHNOLOGY COMMITTEE**

#### **ADVISORY COUNCIL MEMBERS SPRING 2018**

Melissa Ashford – CIT Program Faculty Lead

Eric Montgomery – Chief Information Officer – Educational Institution

Brett Bertie – Systems Administrator/Help Desk

Erin Tuttle – Application Support Analyst – Corporation

Jeremy Robertson – Network Administrator – City Government

Gene Ewert – IT Director – Mid-Size Business

Lon Elliot – Departmental Help Desk/Network Administrator – Corporation

Phone meetings and face to face meetings were held with advisory members during the spring of 2018. Members also completed a survey to confirm conversations regarding the need for more technical training, without compromising soft skill training. The members of the team are split on the need for industry certifications, although all agreed that they are not a bad thing for students to possess. They did encourage training over teaching to an industry test. The desire is to have graduates who are ready to go to work and only need specific training for the company's set up. They agreed that the certifications should be broad and provide a variety of training, not just focus on one vendor specific area. Our PC Repair, Networking +, and Computer & Network Security classes are giving students a good base knowledge and we have added in some Microsoft certifications as everyone agreed it is often still seen as the standard in some areas, like server. We will be looking at data after the first group of students in the newly revised program complete. We are interested in seeing if the students are better qualified and therefore offered, then keep the jobs they take in the field.

**Independence Community College Associate of Applied Science / Associate of Science and Technology Management**  
Kansas State University Polytechnic offers a Bachelor of Science degree in Technology Management through online education. This degree completion program is designed for students who have completed an Associate of Science / Associate of Applied Science degree at Independence Community College. The Technology Management degree combines a university-level marketable skill with the management education necessary to allow rapid advancement in industry.

**Associate of Applied Science**

Up to 60 hours can be applied to the bachelor degree.

- Computer Information Technology
- Computer Programming
- Cosmetology
- Drafting / CAD
- Veterinary Technology
- Web Design / Development

**Associate of Science**

Up to 60 hours can be applied to the bachelor degree.

- Art

**Area of Concentration**

39 hours required in one A.A.S. / A.S. degree area

Course Name	Credit Hours
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**General Education**

Independence Community College

Choose up to 21 credit hours from ICC applicable to the A.A.S. / A.S. degree; the remaining courses in this list will be taken at K-State.

<input type="radio"/> BUS 2023 Principles of Microeconomics	3
<input type="radio"/> BUS 2023 Principles of Macroeconomics	3
<input type="radio"/> COM 1203 Public Speaking	3
<input type="radio"/> Computer Elective	3
<input type="radio"/> ENG 1003 Composition I	3
<input type="radio"/> ENG 1005 Composition II	3
<input type="radio"/> MAT 1023 College Algebra	3
<input type="radio"/> Natural Science with Lab	4
<input type="radio"/> 300+ Social Science*	3
<input type="radio"/> Options: SOC 2023	3
<input type="radio"/> 300+ Humanities Elective*	3
Options: COM 1403, ENG 2043	

**Rules governing bachelor's degrees:**  
 a. Must have at least 60 credit hours earned from an institution where the majority of degrees granted are at the bachelor's degree level or higher;  
 b. Must include at least 45 credit hours at the junior level (numbered 300) or higher;  
 c. Must successfully complete credit-bearing courses / experiences to cover all of the K-State 8 areas;  
 d. Each student must complete at least 30 resident credits to be considered for a degree. Further, the student must complete 20 of the last 30 hours of credit at K-State.

**General Education**

Kansas State University Polytechnic

<input type="radio"/> Computer Elective	3
<input type="radio"/> 300+ Communication Elective	3
<input type="radio"/> ENGL 302 Technical Writing	3
<input type="radio"/> MATH 205 General Calculus and Linear Alg.	3
<input type="radio"/> Natural Science Elective*	3
<input type="radio"/> STAT 325 Intro to Statistics	3
<input type="radio"/> 300+ Social Science*	3
<input type="radio"/> 300+ Humanities Elective*	3

**Business Management Core**

Kansas State University Polytechnic

<input type="radio"/> BUS 251 Financial Accounting	3
<input type="radio"/> BUS 252 Managerial Accounting	3
<input type="radio"/> BUS 315 Supervisory Management	3
<input type="radio"/> MANGT 366 Info Tech for Business	3
<input type="radio"/> MANGT 420 Management Concepts	3
<input type="radio"/> Business / Management Course^A	3
<input type="radio"/> Business / Management Course^A	3
<input type="radio"/> Business / Management Course^A	3

^ Choose from COT 499, FINAN 450, MANGT 390, 421, 530, 531, MKTG 400, 542  
 \*Consult a K-State Polytechnic Representative regarding the courses above and upper-level course requirements.

**Total Credit Hours Taken:** \_\_\_\_\_  
**Hours Applied to Technology Management Degree:** 121

**Get Started**  
[polytechnic.k-state.edu/online/techmanagement](http://polytechnic.k-state.edu/online/techmanagement)  
 Phone: 855-552-0079  
 Email: [profed@k-state.edu](mailto:profed@k-state.edu)

This degree map has been reviewed and accepted by both schools as an illustration, which is subject to change. Contact a K-State Polytechnic Advisor before committing to a transfer program.  
 Rev. 03/2015

**Student Access Center**

A student with a disability who wishes to request accommodations for a credit course should contact the Student Access Center ([k-state.edu/accesscenter](mailto:k-state.edu/accesscenter)), 785-532-6941, or email [accesscenter@k-state.edu](mailto:accesscenter@k-state.edu) and their course instructor. Early notification is requested to ensure that accommodations can be provided in a timely manner.

**Notice of Nondiscrimination**

Kansas State University is committed to nondiscrimination in admissions, programs and employment. Inquiries and complaints: Contact Director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, (Phone) 785-532-6220, (TTY) 785-532-4807.

Build a career in: Desktop Support	Build a career in: Desktop and Device Cloud Mgmt, Data and Applications Mgmt, Network or Server Administration	Build a career in: Data Platform, Business Intelligence	Build a career in: Web Application Development	Build a career in: Windows Store Apps using HTML5	Build a career in: Windows Store Apps using C#	Build a career in: Application Lifecycle Management
<b>MCSE</b> Expert Training and Certification	<b>MCSE</b> Expert Training and Certification	<b>MCSE</b> Expert Training and Certification	<b>MCSD</b> Web Applications	<b>MCSD</b> Windows Store Apps using HTML5	<b>MCSD</b> Windows Store Apps using C#	<b>MCSD</b> Application Lifecycle Management
<b>MCSA</b> Windows 8  687: Configuring Windows 8 688: Managing and Maintaining Windows 8	<b>MCSA</b> Windows Server 2012  410: Installing and Configuring Windows Server 2012 411: Administering Windows Server 2012 412: Configuring Advanced Windows Server 2012 Services	<b>MCSA</b> SQL Server 2012  461: Querying Microsoft SQL Server 2012 462: Administering Microsoft SQL Server 2012 Databases 463: Implementing a Data Warehouse with Microsoft SQL Server 2012	480: Programming in HTML5 with Javascript and CSS3 486: Developing ASP.NET MVC 4 Web Applications 487: Developing Windows Azure and Web Services	480: Programming in HTML5 with Javascript and CSS3 481: Essentials of Developing Windows Store Apps using HTML5 and JavaScript 482: Advanced Windows Store App Development using HTML5 and JavaScript	483: Programming in C# 484: Essentials of Developing Windows Store Apps using C# 485: Advanced Windows Store App Development using C#	496: Administering Microsoft Visual Studio Team Foundation Server 2012 497: Software Testing with Visual Studio 2012 498: Delivering Continuous Value with Visual Studio 2012 Application Lifecycle Management
<b>MTA</b> Fundamental Track for Infrastructure  349: Windows Operating System 366: Networking 367: Security	<b>MTA</b> Fundamental Track for Infrastructure  365: Windows Server Admin 366: Networking 367: Security	<b>MTA</b> Fundamental Track for Database  364: Database  MDS: Microsoft Office Excel 2013	<b>MTA</b> Fundamental Track for Web Apps  361: Software Development 363: Web Development 375: HTML5 App Development	<b>MTA</b> Fundamental Track for Windows Store Applications using HTML5  361: Software Development 375: HTML5 App Development	<b>MTA</b> Fundamental Track for Windows Store Applications using C#  361: Software Development 372: Microsoft .Net	<b>MTA</b> Fundamental Track for Application Lifecycle Management  361: Software Development 379: Software Testing

**Microsoft Technology Associate (MTA)**

MTA is Microsoft's entry level training and certification on the fundamentals of technology Infrastructure, Database and Software Development. Pass just one exam and you'll earn an MTA certification, taking your first step toward building a career in technology—or enhancing your career in business. MTA Tracks prepare you for hands-on product learning, whether it's in an entry level job, in the classroom, or through self-study.

**Explore Gaming Development**

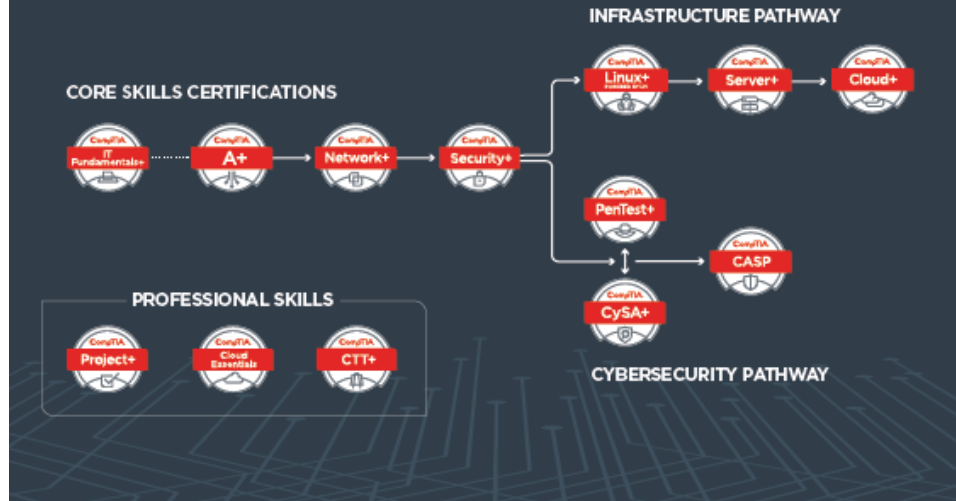
Validate your skills in Game Design, Hardware, Graphics and Animation development | **Exam 374:** Gaming Development

Learn more at [www.microsoft.com/learning/mta](http://www.microsoft.com/learning/mta)



# The CompTIA Career Pathway

Find the Path for You



Annual  
Program  
Of  
Web Design &  
Development  
For  
AY 2018 (2017-2018)

Prepared by

Tamara Blaes

10/24/2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

Students who elect to pursue an AAS degree in Web Design and Development will prepare themselves for entry-level work in the design, creation, and maintenance of websites. Web Design students will obtain both creative and technical skill sets in Web Design, HTML, CSS and JavaScript alongside structural knowledge of web marketing, web animation, e-Commerce, the social and mobile web. Students may also elect to continue on with their Bachelor's Degree where we have a 2+2 program in place at one Area University and plan to get more in place at the other universities.

Web Design artists find varied careers in the design, creation, and maintenance of websites in promotion, film, broadcast, visual effects, mobile, and Internet industries. Job titles may include: Web Designer, Web Project Manager, Media Designer, Web Developer, Content Developer, Front-End Developer, Social Media Strategist, UI Designer, Interaction Designer, Art Director, UX Designer, Web Master, SEO Specialist,

Digital Marketing Manager, Content Manager, Web Manager, Web Strategist, Web Marketing Director, Web Animator.

Students who elect to pursue a Technical Certificate in Web Design and Development will prepare themselves with the knowledge they need to design and implement effective, dynamic websites.

Web Design & Development WDD Data AY 2018

**Number of Faculty:**

3 Full time (1 dedicated to Web Design & Computer Science, 1 dedicated to IS, IT & Fab Force and the other 1 dedicated to AOM and teaches several CCA classes)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 94 total credit hours taught, 334 with total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

**Average Class size:**

11.24 students in Face-to-Face classes

13.25 students in online classes

11.52 students across all courses

**CCA Completion rates:**

99.03% face-to-face

90.38% online

97.30% all CCA classes

**CCA Pass ('D' or better) rates:**

90.73% face-to-face

82.98% online

89.29% all CCA classes

**Other GME, CIT, & CSE Course Completion rates:**

93.24% face-to-face

100% online

93.33% all courses

**Other GME, CIT, & CSE Course Pass ('C' or better) rates:**

85.51% face-to-face

100% online

85.71% all courses

**Number of Majors:** 2 AAS WDD (2 returned in Fall 2018), 0 Cert WDD

**Degrees Awarded:** 0 AAS WDD, 0 Cert WDD

According to GetEducated.com Web Developer is #9 of the 20 Highest Paying Associate Degree Jobs in 2018. This job is also expected to grow by 13%, (which they probably got straight from the Occupational Outlook Handbook) one of the largest fields other than the health care fields:

<https://www.geteducated.com/careers/highest-paying-associate-degree-jobs>



We just revised our programs so that they are more hands on and project oriented. The classes are very heavy technical based and only those courses required for transfer and AAS graduation requirements. The Web Design & Development transfers to KSU's Polytech program seamlessly.

<https://global.k-state.edu/affiliations/2plus2/independence/>

<http://polytechnic.k-state.edu/documents/academics/studyguides/WebDevelopment.pdf>

Other jobs students could pursue with an Associates of Web Design and Development: Graphic Designers, Multimedia Artists & Animators, Assistant Designer, Layout Artist, Assistant Art Director, Production Artist, Digital Media, Programming, Website Design, and Desktop Publishing.

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

#### **Fall Web Design & Development Assessment**

Students will score at least 70% on Chapter 7 Case Study Assignment

The 12 students in the class all created their websites beautifully and scored at least 70% on the assignment. 11 of the 12 students scored 100% on the assignment.

Students will score at least 70% on Chapter 7 Case Study Assignment. This assignment is to actually self-test publish or pre-publish their websites they have created; they also need to create a team of testers within the class to test their websites; next they need to choose an appropriate web hosting service or content management system if they are not going live; determine online and traditional promotional techniques to promote their website; develop a regular schedule for website maintenance, updating and retesting; and identify the methods they will use to analyze their website's performance against its stated goals and purpose.

The 12 students in the class all created their websites. They all look and function wonderful. However only 11 of the 12 students completed the assignment. Those who completed the assignment did so with 100% accuracy. With the one person who did not complete the assignment added in the percent is lower a bit to 92%, still higher than the 70% expectation.

#### **Fall HTML Assessment**

Students will complete Project 6 in Chapter 7 with 70% accuracy. This is completing a webpage/website on their own after learning the coding and techniques throughout the semester.

4 of the 5 students completed this project with 100% accuracy. That is 80% figuring in the zero for the one student who did not complete the assignment. The one student who did not complete the project had stopped coming to class.

Strengths: This is a culminating project to see how much HTML/CSS coding students can apply to their websites.

Weakness: When students do not attend class regularly and do not keep up on missed work they fall behind and tend to stop instead of trying to figure it out.

### **Fall JAVA Assessment**

80% of the students will design and create a program that animates a story using Java, by the end of the semester by following the steps presented throughout the course.

All 7 of the students in the class completed this assignment using Alice, a Java editing software.

Strengths:

Programming and problem solving through the use of Java, Alice and editing software.

Weakness:

We installed new computers where the software is housed on servers in the IT building and this seemed to cause issues for this class trying to use Java and Alice. Going forward there are other ways that we might be utilizing software for the computer classes.

### **Spring Internship Assessment**

70% of the students, as a part of their program requirements, will create a resume they can immediately have in hand to use for a job interview as they enter the work force or continue their education.

All of the students in the Internship class completed this task with 100% accuracy.

Strengths:

This is a great tool for students to use going forward whether they look for work or continue their education.

### **Spring HTML5 Assessment**

70% of the students, as a part of their program requirements, will create the bubble shooter program using the coding learned throughout the semester.

All of the students in the HTML5 class completed this task with 100% accuracy. Many exceeded expectations by adding extra gaming elements.

Strengths:

This is a great tool for students who are considering any type of programming, coding or designing career.

Weakness:

If the student would be unable to complete the bubble shooter game, it might deflate their self-esteem.

### **Spring Video Game Design Assessment**

80% of the students, as a part of their program requirements, will create a working video game model, by the end of the semester by following the steps presented throughout the course.

All the students in the class completed this assignment with their version of video game model.

Strengths:

Many students found what is really involved in creating a video game.

Weakness:

Students found out it is very difficult to develop and produce a video game all by themselves.

### **Spring Advanced Web Design Assessment**

70% of the students, will complete a Website design using the properly designated approach and structures after completing the sample lessons 1-12. This will be a culminating final project.

All of the students in the class completed this assignment. Many exceeded expectations by adding dynamic web elements.

Strengths:

Students get real practice building websites to use themselves or for others to use.

Weakness:

The possibility of the client not liking their work.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

#### **Fall 2017 Meeting Minutes:**

Present: Tamara Blaes, Chance, Mike\*, and Tim with MicroWare.

Here are the outcomes for our Computer Science Program:

Program Outcomes:

1. The student will be able to analyze a variety of complex information systems.
2. The student will be able to apply and demonstrate power usage of computer science skills.
3. The student will be able to organize and prepare a system for solving problems.
4. The student will be able to demonstrate effective collaboration and communication skills.

We would like to know:

Are students being prepared for the future job market?

This is a tricky question for us. We hire people to work with us who fit in with us so the answer to this question for us is yes, we have had extremely good luck with prepared young individuals working for us.

What should the training include?

We all agreed this should be an equal amount of hardware, software, and people skills.

Even though many computer technicians do not feel like they may need people skills, they will. We interact with people all the time to find out what is wrong with their item and what needs to be done to fix or replace it. We also do a small amount of our own on the job training that is concentrated on our business needs when we hire a new technician.

Do you think our curriculum adequately addresses industry needs?

For the most part yes, there could be more software class added to reach that more equal status. Also, there is a huge demand in this area for website construction. We have customers asking us all the time if we know how or know anyone who can create a website. This area of Kansas is lacking in this technology.

Do course and program outcomes and performance levels meet industry standards?  
Okay, this is what took us so long to get back to you, as we are not teachers. So, looking at

what you have and your programs, everything seems to fit and flow well together. We really did look at all of it.

What industry validated credentials (include certificates or licenses) are necessary for industry success?

Having these certifications is always nice but not always required: A+, CISCO, Windows and Microsoft Office.

These are a few questions to get us talking.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion?

Our experience with kids in school is that they know how to use their phones, but they do not know how to operate at computer. If you put them in front of one they can probably do a simple Google search but that is it, no other skills unless they are someone who is very interested in computers themselves.

Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions?

Oh yes! We think this is very important and should never go away from education.

Computers and technology are not going anywhere except bigger, better, faster, or different. But we will have computers around for a very long time and in more commonly used items. Also covered are the Internet, social media, security, data, and careers.

Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well. Students could possibly benefit from this type of class information. We believe the more they get the better off they will be.

### **Spring 2018 Meeting Minutes:**

Present: Tamara, Blake, Drew\*, and Mick

*Here are the outcomes for our Computer Science Program:*

*Program Outcomes:*

- 1. The student will be able to analyze a variety of complex information systems.*
- 2. The student will be able to apply and demonstrate power usage of computer science skills.*
- 3. The student will be able to organize and prepare a system for solving problems.*
- 4. The student will be able to demonstrate effective collaboration and communication skills.*

I would like to know:

1. Are students being prepared for the future job market? Drew: I don't think they are at this point. They need more hands-on experience. Blake: Yes and no Mick: I was, but I already had a large knowledge base going in.
2. What should the training include? Drew: Actual experience they will need in a real job. Blake: More real-world experience. Mick: Everything that could go wrong will go wrong and how to fix it.
3. Do you think our curriculum adequately addresses industry needs? Drew: there needs to be more soft skills and hands-on practices. Blake: For me yes, others probably not. Mick: There probably needs to be more technical classes.
4. Do course and program outcomes and performance levels meet industry standards? Drew: Well, that is a tough one, let me think on it. Blake: I'm sure it does. Mick: You guys are the ones checking on it, so I am guessing it is all okay.
5. What industry validated credentials (include certificates or licenses) are necessary for industry success? Drew: Just an IT Associates degree for me. Blake: I'm not completely for sure yet, I do my own work. Mick: I'll leave that up to my boss.

These are a few questions to get us talking. Like I told you on the phone, we are not required this semester to meet face-to-face, which is nice. We just should communicate with each other at least digitally. In the Fall of 2018, we will try to meet as a whole group with the guys from MicroWare to discuss further options.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion? Drew: I have interviewed a few students straight out of high school that are self-taught and are by far, very knowledgeable. In general, the overall student population is not well educated in high school. Unless a person takes the initiative and teaches themselves, they will not receive this type of knowledge from the high school setting. Now, with that being said, I have hired and fired 13 people to work in my store in Independence, two of them who said they had an AAS from ICC. Blake: I did not get my knowledge from high school, I was self-taught and furthered my education at ICC. Mick: I was self-taught and then went on to Neosho County Community College.

Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions? Drew: Yes, sure. Blake: In my opinion, no, but I know how to use them. Mick: Yes, I use them on a daily basis.

Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well.

Drew: It seems to me that anyone younger than me has their face stuck in their phone and that is the only thing they know. If we could get their classes and lessons on their

phone, that might work, but the world does not revolve only on their phones. Blake: all of this information is important. Mick: I feel like some of this is the most important of computer information.

#### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

These programs do not require specialized accreditation; however, it is a KBOR technical approved program and WIOA approved for Kansas Works.

#### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

The AAS Web Design and Development degree program follows our 2+2 articulation agreement for students transferring to Kansas State university. If this program is followed, students should be able to seamlessly transfer to the Kansas State Polytechnic Technology Management. All the core classes for the Web Design and Development degree and Technical Certificate have met KBOR requirement for alignment. Both facts show alignment with KBOR and HLC's accreditation requirements. This is a degree in which students can choose to go directly into the work force or transfer to a university. If they decide to transfer, they will have to a few extra general education courses.

The following are HLC goals that are being addressed in this review:

#### Core Components

3. A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.



- This program meets this core component by offering the first two years of a 4-year degree to K-State Polytechnic 2+2 program (we are working on others).

This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

- Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.
- Responsiveness: Addressed the changes for Web Design and Development by updating this program to meet the KBOR guidelines, which meets the program requirements for the K-State 2+2 articulation agreement.
- Diversity/Enrichment: Students are exposed to International issues with Web Design and Development and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Web Design and Development is a degree that offers several possibilities for students entering many different computer related fields for work or transfer. Currently, one faculty instructor teaches all the core Web Design classes for this program and some of those same classes are requirements in several other degrees. This keeps the cost of all the programs at a minimum.

I worked closely with ICC Now to develop programs (WDD AAS & Technical Certificate) geared toward the area high school students. The idea was that students would be bussed here to campus to enroll in the Web Design programs. These programs have also been setup online for students unable to utilize the on-campus offerings. Other ICC students can take advantage of this course design as well.

ICC has a 2+2 Web Design & Development agreement with K-State. We would like to create this type of 2+2 with other universities.

The demand for digital design aptitude isn't slowing down, in fact, it is rapidly growing. Good web designers are a must-have in any organization today. Hiring managers are moving quickly to snag top web design talent, and highly qualified candidates are seeing multiple job offers.

“As consumers’ expectations increase, more companies are realizing good design is no longer an option – it’s a business imperative,” says Dian Domeyer, executive director of The Creative Group. “As a result, job growth and salaries are increasing for web designers who can create unique and user-friendly websites that cater to target audiences.”

According to The Creative Group 2019 Salary Guide, the midpoint starting salary for web designer is \$79,250.

Half, Robert. "Hot Job: Web Designer." *Web Designer Job Description and Salary Outlook/Robert Half*, Robert Half International Inc, 30 Oct. 2018, 2:15, [www.roberthalf.com/blog/salaries-and-skills/hot-job-web-designer](http://www.roberthalf.com/blog/salaries-and-skills/hot-job-web-designer).

<b>Web Developer</b>	
2016 Median Pay	\$67,990/year or \$32.69/hour
Entry Level Education Required	Associate's degree
Work Experience Required	None
On the job Training	None
Number of Jobs, 2016	162,900
Job Outlook, 2016-26	+ 15% (Much faster than Average)
Employment change, 2016-26	+ 24,400
Kansas Number of Jobs, 2016	990-1708
Kansas 2016 Annual Mean Wage	\$55,140 - \$92,730

"Occupational Outlook Handbook." *United States Department of Labor*. Ed. U.S. Bureau of Labor Statistics. Bureau of Labor Statistics, Wed. 31 Oct. 2018.

<http://www.bls.gov/ooh/computer-and-information-technology/home.htm>

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

The Web Design & Development AAS degree is aligned with the 2+2 program at K-State. This is a seamless transfer program for students wanting to continue to their Polytechnic Technology Management Department. The plan is to create similar 2+2 programs with other universities. This is a program that was updated the end of the Spring 2018 semester. The first full year will be AY18, 2018-2019.

Jobs students could acquire with an AAS or Technical Certificate in Web Design are: Graphic Designers, Multimedia Artists & Animators, Assistant Designer, Layout Artist, Assistant Art Director, Production Artist, Digital Media, Programming, Website Design, Front-End Developer, Social Media Strategist, UI Designer, UX Designer, Web Master, Web Manager, Web Animator, Web Marketing Director, and Desktop Publishing.

This is a program that can be accessed on online as well as on campus so a person in another state or country has the option to enroll. Currently, the setup of the courses allows interaction of online students with enrolled on campus students.

These programs are typically male dominated, however there has been a concentrated effort to encourage females to enter the stemtech world. This summer there was a grant provided STEM camp for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade **girls**. The camp was 3 weeks where the

girls learned design thinking and a variety of technology in order to help solve a problem, they came up with themselves or in a group.

The AAS and Certificate program each have an Internship course in which the students seek a position on campus or within the community. This Internship allows students to gain exposure to a profession or field and more in-depth knowledge of a career in their field of study.

## 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

AAS in Web Design and Development and a Technical Certificate in Web Design and Development

There are a few general education, business, Fab Force and art courses in the AAS Web Design and Development degree. The Technical Certificate has a few Fab Force courses in it as well.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

Budget requests are as follows:

1. HoverCam HCP3-P Pilot 3 Plus Podium for Web Design classroom. This would allow connection to any device PC, Mac, iPad or mobile device. Mirroring from any

device which promotes front-facing technology that allows for more engaged students and better learning (\$3,199-3,999).

2. Provide \$2,000 in instructional supplies to Microcomputer Supplies. This can help defray costs associated with materials/supplies for the hands-on project classes.

3. Provide funding to allow for Web Design students to take industry certs. Provide \$3,000 (\$65-80 per test per student) for this in 2018-2019. This is being paid for out of Innovation fund in 2017-2018. There are several MTA certs that are free to the students at this point just for completing courses.

4. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, \$30; ACTE Conferences \$565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, \$699 plus travel and hotel (usually the first of June each year).

(5, 6 & 7 would be as budgetary funds are available for updating, repairs and replacements in the classrooms.)

5. Consider removing the carpet in AC107 and AC108 as the carpet in both labs is very worn and has holes in several spots. It does not look nice when showing to prospective students. Removing and polishing the cement will reduce the chance of static electricity discharge, which can be dangerous to computer equipment, and even possibly students. There is also carpet in AC106 that is newer that could be removed and that floor polished as well.

6. Providing funds for repairs and/or replacements of the chairs in all three computer labs (\$40-\$60 each, 24+24+17=65, in total about \$2,600-3,900).

7. Consider replacing the old desks in AC107 that are not conducive to the students in a computer lab setting. The desks should be facing towards the monitors in the front of the classroom, however these desks are too big to be turned. The desks are also too low for the proper ergonomics of sitting and working students. (\$170/2 stations=12, total of \$2,040)

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This program review was completed by Tamara Blaes. Anita Chappuie provide IR data and Wendy Isle provide microcomputer budget information. The Computer Science/Web Design Advisory Committee provided their insights and opinions.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Does ICC have plan to support academic programs through scholarships?

I agree with the narrative of this Annual Review.

Brian Southworth, Division Chair--STEMB. November 14, 2018

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.



Annual  
Program  
Of  
Culinary Arts and  
Hospitality  
Management  
For  
2018-2019

Prepared by  
Tonda Lawrence Division Chair Tech Ed

November 6<sup>th</sup> 2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

##### **Number of Faculty:**

1 full time (DeGeorge)

0 part time

##### **Enrollment & Student credit hours by Faculty type:**

Full time: 28 total credit hours taught, with 57 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

##### **Average Class size:**

7.13 students in Face-to-Face classes

0 students in online classes

7.13 students across all courses

##### **Completion rates:**

100% face-to-face

0% online

100% all courses

**Pass ('D' or better) rates:**

100% face-to-face

0% online

100% all courses

**Pass ('C' or better) rates:**

98.25% face-to-face

0% online

98.25% all courses

**Number of Majors:** 7 (0 returned in Fall 2018)

**Degrees Awarded:** 7 Cert CUL

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

#### **Enrollment and Attrition Rates Reflection**

#### **Spring 2017: Instructed courses were Safety and Sanitation and Introduction to Hospitality**

##### **Safety and Sanitation:**

Consisted completely of night time adult, non-traditional learners: 7 total (1) dropout, (1) quit at the end.

100% pass rate on the state exam of the 5 students remaining.

##### **Introduction to Hospitality:**

Consisted 4 non-traditional learners, 1 student in need of credits (who became a culinary student): 5 total

1 failure but continued to matriculate, **4 remaining all passed.**

#### **Fall 2018: Instructed courses were Safety and Sanitation, Introduction to Culinary Arts, Introduction to Hospitality, Introduction to Pastry Arts**

##### **Safety and Sanitation:** 6 total traditional students under the age of 22

Of the 6 only (1) successfully passed the ServSafe Exam.

Exam had to be re-administered for a second time, 100% pass rate after retesting.

After further discovery, it was determined that students have a very low level of reading and processing. They did not understand what they were reading on the exam, even though numerous sample oral and written tests were given.

**No attrition, all students remained for the next course.**

##### **Introduction to Culinary Arts:** 8 students total, (2) non-traditional, 2 traditional

This course is designed around project learning. Students must produce the meal from start to finish which was introduced by the instructor.

100% pass rate.

**No attrition, all students continued to the next course.**

##### **Introduction to Pastry Arts:** 8 students total, (2) non-traditional, 2 traditional

This course is designed around project learning. Students must produce the meal from start to finish which was introduced by the instructor.

100% pass rate.

**No attrition, all students continued to the next course.**

**Introduction to Hospitality:** 6 students, (5) traditional, (1) non-traditional.

Certificate Culinary Arts/Hospitality Mgmt 2  
All students passed.

**No attrition, all students returned for the spring 2018 semester.**

To date, the Culinary Arts and Hospitality Management program at Independence Community college has had only one full semester of data collected. The largest trend noted here is the lack of reading, writing, computer, and critical thinking skills the students possess when entering the program (take note of lack of writing skills through instructor evaluations). By creating hybrid courses in all classes with Canvas, students are encouraged to use computer applications while also improving their reading, writing, and critical thinking skills.

Additional critical thinking has been introduced for the spring 2018 semester, online and in classroom through possible “real life” scenarios that have no true answer. For example, “Do lobsters feel pain?” is a question that was posed to students.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

Narrative: ***Created fall 2017, most recent minutes included below:***

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

### **ICC Culinary Arts Advisory Board Meeting Agenda**

Tuesday, October 10, 2017 (Joint meeting with Nursing, Vet Tech, and EMS)

ICC West Culinary Arts Center 6:00pm

Members Present: Patricia DeGeorge, Director of Culinary Arts Independence Community College, Jean Wason, Culinary Arts Instructor, Independence High School, Terry Trout, Owner, Ane Mae's

Call to Order

1. Discussion on program and current status

a. Program is running with seven total students, will have 8 total students for second half of fall semester, more enrolled for Spring 2018. Attending every event possible to make community aware that culinary arts is running. Article in the paper every week, Diva Day, Pioneer Day, Health Fair, Community Cooking Classes.

2. Discussion on Curriculum

a. Having difficulty with students not having the ability to comprehend what they read. Taking observations from their Canvas assignments, they cannot spell and do not know the difference between certain words (the difference between which and witch and when to use it). Because they cannot read well, they are not reading the book or taking notes in class.

Cannot force them to take notes. Jean blames the K-12 system, suggested active note-taking.

Must take notes or cannot ask for help from me during class. Will try this suggestion. Also, cutting back on lecture time and focusing more on hands on application and skill work.

Took students on active learning tour of the Little House to discuss tourism, and will be touring the new hotel Comfort Inn and suites next week.

3. Community Courses

a. Community courses are running as scheduled. Held 2 private courses, plus courses for the group Weight Watchers and Diva Day. Hired an adjunct instructor for non-credit who is currently teaching cake decorating and candy making in W107. Running extra courses when time allows.

## Certificate Culinary Arts/Hospitality Mgmt 4

### 4. High School and Culinary

a. Discussed the possibility of having Jean's high school's students come in for a tour when the college students are at work in their class. Then the high school students will have a firsthand look at what college culinary courses are like. There needs to be a link between high school and college so administration can see how important skill based learning is. She is receiving no money support for culinary arts at the high school level. Trying to see how I can intervene.

### 5. Jobs

a. Terry has hired one of my students, Student X, and she is doing great! Ree Drummond's place in OK has hired a culinary student, Student Y, and the cafeteria at ICC has hired Student Z.

### 6. Misc.

a. Discussed with Terry the possibility of bringing his employees through the culinary arts kitchen-welcome at any time.

b. Terry discussed inviting Principal McAfee to be a part of the Culinary Advisory Board. Meeting concluded at 7:00pm

## 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative: No accreditation necessary for program. We are not required to have a health inspection per the state of Kansas because we are an educational institution.

## 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

## Narrative:

This program falls under the normal HLC accreditation for the college.





## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

Based on the student's ability to complete the courses, the following changes were made to the curriculum:

1. Culinary Math was added as a new course.
2. Garde Manger had a name change to International Foods and went from 4 credit hours to 3.
3. Patisserie was removed from the program.
4. Culinary Nutrition was added to the program.

Overall the program went from 28 credit hours to 27 credit hours. A copy of the new program is below:

### **Culinary Arts and Hospitality Management (CUL)**

Degree: Certificate

Culinary Arts/Hospitality Certificate: Culinary Arts and Hospitality is one of the fastest growing sectors of the workforce today. If you're considering a profession as a Chef, or a career within the hotel and restaurant industry, please join us and put your creativity to the test. We will provide you with all of the essential skills you need to get started in this career field with hands on experience and supportive instructors in our 2-semester program.

Interview with Culinary Instructor is required before being admitted to the program.

#### **Suggested Semester Plan**

##### **First Semester:**

<i>Course Title</i>	<i>Credit Hours</i>
Sanitation and Safety (CUL 2042)	2
Introduction to Hospitality (CUL1113)	3
Introduction to Culinary Arts (CUL1004)	3
Introduction to Baking (CUL1014)	3
Culinary Math (CUL1033)	3
Term Total	14

##### **Second Semester:**

<i>Course Title</i>	<i>Credit Hours</i>
International Foods (CUL1024)	3
Managing Customer Service (CUL1143)	3
Culinary Nutrition (CUL10430)	3
Culinary Arts & Hospitality Practicum (CUL1044)	4 Term
Total	13

**TOTAL: 27**

## 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

This program is a certificate only.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative: No data for budget available-new program, first year.

At this time I am not requesting any additional funds for the budget.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative: This program review was completed by Tonda Lawrence- Division Chair of Tech Ed based on the previous year's review.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

I agree with the findings in this Annual Program Review Culinary Arts.

Tonda Lawrence Division Chair of Technical Education

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Annual  
Program  
Of  
Automotive  
Technology  
For  
2018-2019

Prepared by  
Tonda Lawrence

11/6/2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

Narrative:

**Number of Faculty:**

0 full time

1 part-time (Townsend)

**Enrollment & Student credit hours by Faculty type:**

Full time: 0 total credit hours taught, with 0 total students enrolled

Part time: 9 credit hours taught, 25 total students enrolled

**Average Class Size:**

8.33 students in Face-to-Face classes

0 students in online classes

8.33 students across all Auto Tech courses

**Completion rates:**

100 % face-to-face

0% online

100% all Auto Tech courses

**Number of Majors:** 0 (0 returned in fall 2018)

**Degrees awarded:** 0

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

Courses were offered for this program, but no learning outcomes were established because the high school chose to not have their current teacher offer the courses for college credit anymore. If they chose to bring this program back at Fredonia, the instructor will need to establish the learning outcomes.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

This program is offered at Fredonia High School only. While they meet all of the State requirements for this to be a funded program through Perkins at the secondary level, we do not have requirements for an Advisory Board.

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

N/A for Auto Tech.

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

This program is currently only offered to concurrent students at Fredonia High School. We have used Perkins funding to help the purchase of equipment for the program, and we have a qualified instructor who runs the program that is employed by the Fredonia School District.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

Information about the curriculum was not provided from previous instructor.

### 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

At this time no degrees or certificates are being offered.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
  
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
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- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

No requests or adjustments at this time.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

Tonda Lawrence (Division chair) and Chelsea Bailey read the Annual Program Review from the previous year to complete this review.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

I agree with the findings of this annual program review.

Tonda Lawrence, Division Chair Technical Education Programs



## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Annual  
Program  
Of  
Music  
For  
2017-2018

Prepared by  
Jim Henderson, DMA

November 30, 2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### **Narrative:**

MUE Assessment Data AY 2018

##### **Number of Faculty:**

3 full time (M. Rutherford, E. Rutherford, M. Carter)

5 part time (Knox, Farthing, Warlop, Kleinert, Koontz)

##### **Enrollment & Student credit hours by Faculty type:**

Full time: 98 total credit hours taught, with 514 total students enrolled

Part time: credit hours taught, total students enrolled

##### **Average Class size:**

7.95 students in Face-to-Face classes

15.33 students in online classes

8.63 students across all courses

##### **Completion rates:**

95.74% face-to-face

97.83% online

96.08% all courses

**Pass ('D' or better) rates:**

94.21% face-to-face

78.89% online

91.65% all courses

**Pass ('C' or better) rates:**

91.31% face-to-face

73.33% online

88.31% all courses

**Number of Majors:** 12 (6 returned in Fall 2018)

**Degrees Awarded:** 3

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

**Since all music faculty is new as of Fall 2018, no new data/assessment has been collected.**

**Program and course outcomes have not changed in this new semester (Fall 2018).**

**Future data will be gathered based on existing and future priorities.**

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative: Not Applicable

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative: Not Applicable

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

Due to Independence Community College's current accreditation through the Higher Learning Commission, the Music Program is also accredited. Of the Music courses offered in Independence Community College, Music Appreciation and Music Theory I are listed on Kansas Board of Regents' Transfer Course Matrix.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

\*The curriculum, including ear training, music theory, applied instrumental and voice study, ensemble participation, etc., is particularly appropriate to the breadth, depth and level of the program.

\*The music program has currently (and has in the past) transferred successfully to four-year universities for students seeking a degree in music and relevant fields.

\*Students seeking professions in music performance, music teaching/coaching, music therapy, music production, music composition, etc. can find employment in these fields after studying in the program.

\*Again, since all music faculty are brand new, this question is a little difficult to answer. In my professional opinion, the current curriculum meets and/or exceeds national standards, textbooks, and methods related to the field(s).

\*The study of world music, instrumentation, pedagogy and methodology gives us confidence in being “international” in scope and practice.

\*Assessment of diversity will be analyzed as the program moves forward with the current faculty.



\*Students and faculty spend a great deal of time interfacing with, and performing for, various members and groups within our community. This includes contact with area schools and community groups.

## 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

This is the music degree (A.A. in Music) that we currently offer, including, but not limited to, course offerings:

### **MUSIC**

#### **Applied Instrumental I-IV (MUE1101, 1111, 2101, 2111) 1 hr.**

Private instruction in all brass, woodwind, and percussion instruments. Required for students majoring in instrumental music. Includes fundamentals of instrumental technique, study, and performing of appropriate literature. (Students working toward a Bachelor of Music degree must enroll in at least one hour of Applied Music [Voice, Instrument, or Piano] per semester. One lesson each week). **Prerequisite: Consent of Instructor**

#### **Applied Music - Instrumental for Music Majors (MUE1112) 2 hrs.**

Guided Applied Music lessons serve to develop a student's musical aptitude and accomplishment in study and performance. Subjects addressed may include performance and practice techniques, interpretation of musical styles, and the study of theory and history, all in relation to performance of repertoire on the student's instrument. Each student is expected to devote significant time between lessons in practice and preparation in order to progress. This is a repeatable course.

#### **Applied Music - Organ I-IV (MUE1061, 1071, 2061, 2071) 1 hr.**

Individual instruction in performance area of music. **Prerequisite: Consent of Instructor**

#### **Applied Music - Piano I-IV (MUE1081, 1091, 2081, 2091) 1 hr.**

Private instruction in piano. Includes fundamentals of piano technique, study, and performing of appropriate piano literature. Students majoring in music education should enroll in Applied Piano each semester for four semesters to achieve basic required keyboard skills. (Students working toward a Bachelor of Music degree must enroll in at least one hour of Applied Music [Voice, Instrument, or Piano] per semester. One lesson each week).

**Prerequisite: Consent of instructor**  
**Applied Music - Piano for Music Majors**  
**(MUE1062) 2 hrs.**

Private instruction in piano. Includes fundamentals of piano technique, study, and performing of appropriate piano literature. Students majoring in music education should enroll in Class Piano or Applied Piano each semester for four semesters to achieve basic required keyboard skills. This is a repeatable course.

**Applied Music - Voice for Music Majors (MUE1122)**  
**2 hrs.**

Private instruction in voice. Includes fundamentals of singing, diction studies, vocal technique, and vocal literature. (One lesson each week 1 hour length). This is a repeatable course.

**Athletic Band (MUE 1211) 1 hr.**

This offering is intended as a large performing ensemble of woodwind, brass, and percussion instrumentalists, and appropriate auxiliary personnel with an emphasis on live performance for athletic events. This course consists of two main elements: the marching band and the basketball band and serves as both an academic class AND a service organization. This is a repeatable course.

**Chamber Singers (MUE 1141) 1 cr.**

The ICC Chamber Singers is a performing ensemble of 20-24 singers. This audition based ensemble studies and performs repertoire selected from a broad range of chamber vocal literature, including both sacred and secular music spanning the Renaissance to the contemporary periods of music history and modern jazz arrangements. The ensemble performs regularly on campus, in local high schools, at community functions, and tours annually. This is a repeatable course.

**Chorale I-IV (MUE1021, 1031, 2021, 2031) 1 hr.**

A vocal organization performing traditional & contemporary choral literature. Open to any student who enjoys singing or wants to expand his/her knowledge of choral literature.

**Class Piano I-II (MUE1241, 1271) 1 hr.**

Class approach to learning the basic techniques of piano playing. Focuses on beginning music theory and skills. Using basic chord progressions the student learns to play single accompaniments, to sight read, and to transpose. Establishes the technique and musicianship necessary for the intelligent study and appreciation of more difficult piano compositions.

**Concert Band (MUE 1001) 1 hr.**

This music performance course provides the opportunity for you as a woodwind, brass, or percussion performer to

come together with other musicians in an ensemble setting to rehearse and perform standard and emerging literature from the concert band and wind ensemble repertoire. This is a repeatable course.

**Guitar I-IV (MUE1501, 1281, 1291, 1511) 1 hr.**

Individual instruction in performance area of music. **Prerequisite: Consent of Instructor**

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**The History of the Broadway Musical (MUE1223) 3 hrs.**

How has Musical Theatre developed in America over the last two centuries? What is happening on Broadway today? What goes into a good musical theatre production? The History of the Broadway Musical will provide the student with answers to these questions and enhance the student's ability to analyze and enjoy musical theatre productions during the semester. Students will read about the history of musical theatre, will study various scripts and scores, and will see videos and live performances of musicals. This class meets the requirements of Theatre Appreciation.

**Jazz Band (MUE1401) 1 hr.**

The Jazz Band is designed to allow students the opportunity to study and perform the highest quality jazz literature. This is a repeatable course.

**Men's Chorus (MUE1701) 1 hr.**

A vocal organization performing traditional and contemporary choral literature. Open to male voices who enjoy singing and want to expand knowledge of choral literature. This is a repeatable course.

**Music Appreciation (MUE1303) 3 hrs.**

Designed to help the layman better understand and enjoy music through a study of the fundamentals of music and examination of music from various periods of musical history and countries around the world. This course is for the non-music major, and is specifically designed to satisfy Arts/Humanities requirements.

**Music Theory I-IV (MUE1093, 1113, 2093, 2103) 3 hrs.**

This course is the study of the grammar of music. The student will learn the makeup of music essentials so that he/she will be more knowledgeable concerning musical scores. Coursework includes scales and modes, intervals, triads (kinds and inversions), seventh chords, cadences, modulation, melody writing, harmonizing melodies, nonchordal tones, borrowed dominant seventh and leading tone chords, along with harmonic, melodic, and formal analysis. **Required for music majors.**

Note: Music Theory I-IV must be taken in conjunction

with Sight Singing and Ear Training I-IV for all music majors. Together these courses form the primary components of the music major curriculum forming the core of the music education transfer program.

Note: Music Majors will perform in a general recital each semester.

**Musical Rehearsal and Performance I-IV**

**(MUE1321, 1331, 1341, 1351) 1 hr.**

Students may earn one lab credit by participating as an actor/vocalist in a college musical production. Enrollment will be through appointment with the director of the production. There are no prerequisites for this class.

**Sightsinging & Ear Training I-IV**

**(MUE1142, 1152, 2142, 2152) 2 hrs.**

Sight Singing and Ear Training is a four-semester course designed to be taken in conjunction with Comprehensive Musicianship. Sight Singing and Ear Training and Comprehensive Musicianship are primary components of the music major curriculum forming the core of the music education transfer program. Class time is used to work with the student developing sight singing, identification and dictation skills. A one hour lab provides an environment for the student to work with Programmed Ear Training.

**Prerequisite: Consent of instructor**

**Women's Chorus (MUE1341) 1 hr.**

A vocal organization performing traditional and contemporary choral literature. Open to treble voices who enjoy singing and want to expand knowledge of choral literature. This is a repeatable course.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

\*Conferences (ACDA, KMEA, other choral/band conferences): Current: \$600.00/Desired: \$2000.00 for travel, hotels, per diem, other expenses

\*Repairs: Current: \$950.00/Desired: \$3000.00 for piano tunings, band instrument repair

\*New Band Instruments: Current: \$0.00/Desired: \$3000.00 for new and replacement band instruments for students that can not afford them

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

Prepared by Jim Henderson (Choral/Vocal Director) and Larry Markiewicz (Instrumental/Band Director)

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

I agree with the information shared in this review. At this time, with having a brand new faculty, we are just learning what is needed to re-grow the program and to help our new faculty be successful.

Kara Wheeler 12/5/2018

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

None at this time.

Annual  
Program  
Of  
Art  
For  
2018-19

Prepared by  
Kara Wheeler

December 7, 2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

#### **Number of Faculty:**

1 full time (Null)

1 part time

#### **Enrollment & Student credit hours by Faculty type:**

Full time: 45 total credit hours taught, with 159 total students enrolled

Part time: 3 credit hours taught, 15 total students enrolled

#### **Average Class size:**

9.85 students in Face-to-Face classes

15.5 students in online classes

10.6 students across all courses

**Completion rates:**

89.84% face-to-face

80.64% online

88.05% all courses

**Pass ('D' or better) rates:**

93.04% face-to-face

92% online

92.86% all courses

**Pass ('C' or better) rates:**

90.43% face-to-face

88% online

90% all courses

**Number of Majors:** 2 (1 returned in Fall 2018)

**Degrees Awarded:** 1

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

While assessment data was gathered, it was not shared after the full-time faculty member retired. The best we have is the data provided last year in the comprehensive review, which gives good information on the last three years' trends in student learning.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Not applicable to this program.

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

Not applicable to this program.

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

This program falls under the general accreditation of Independence Community College and all of its academic programs.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

The current curriculum seems good, but may need to be updated once the new art instructor is hired and they determine the needs of students and what the goals of the program will be for recruitment.

### 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

#### Narrative:

This program is an Associate of Arts only.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

1. The instructional supplies budget will need to increase for a new teacher to get supplies needed to re-build the program. I will assume another \$1000.00 for next year.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Kara Wheeler, VPAA, completed this review.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair: I agree with the findings in this report. We will need to ensure scholarships are available to help this program grow.

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.



Annual  
Program  
Of  
Social Sciences  
For  
2018-19

Prepared by  
Brett Gilcrist

November 29, 2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

SOC Assessment Data AY 2018

#### **Number of Faculty:**

3 full time (Seel, McCaffery, Harris)

3 part time (Murrison, Hester, Pierce)

#### **Enrollment & Student credit hours by Faculty type:**

Full time: 78 total credit hours taught, with 480 total students enrolled

Part time: 12 credit hours taught, 71 total students enrolled

#### **Average Class size:**

19.61 students in Face-to-Face classes

16.50 students in online classes

18.37 students across all courses

#### **Completion rates:**

95.47% face-to-face

91.41% online

94.01% all courses

#### **Pass ('D' or better) rates:**

89.02% face-to-face

84.53% online

87.45% all courses

**Pass ('C' or better) rates:**

81.60% face-to-face

74.59% online

79.15% all courses

**Number of Majors:** 4 (1 returned in Fall 2018)

**Degrees Awarded:** 0

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

The 2017-2018 academic year was the final year for the Social Sciences program as it was constructed. At the end of the Spring 2018 semester, it became official that Psychology would split out into a Pre-Psychology program leaving Sociology, Political Science, and Geography as the core disciplines within the Social Sciences department. This change was made at the behest of the Navigators who felt like students wanted a Psych program as they didn't see how some of those related disciplines factored into their pursuits. Below is a copy of the old and new Social Sciences programs of study:

#### **Old**

#### **Social Science (SOC)**

Degree: Associate of Arts

#### **Suggested Four-Semester Plan**

#### **First Semester**

#### **Course Title Credit Hours**

English Composition I - 3

Public Speaking - 3

College Algebra (or higher) - 3

Introduction to Sociology – 3

Elective - 3

**Term Total 15**

#### **Second Semester**

#### **Course Title Credit Hours**

English Composition II - 3

CCA or CIS- 3

U.S. History\*\* - 3

General Psychology - 3

Arts/Humanities Elective\* - 3

Elective - 3

**Term Total 18**

#### **Third Semester**

#### **Course Title Credit Hours**

General Biology - 5

Sociology Elective\*\* - 3

Spanish I - 5

Arts/Humanities Elective\* - 3

**Term Total 16**

**Fourth Semester**

**Course Title Credit Hours**

American Government - 3

World Regional Geography - 3

Developmental Psychology - 3

Physical Science Elective\* - 5

**Term Total 14**

**Total 63**

**New (this one went into effect at the start of the 2018 academic year)**

**Social Science (SOC)**

Degree: Associate of Science

**Analysis and Oral Communication (9 hrs)**

**Course Title Credit Hours**

English Composition I - 3

English Composition II - 3

Public Speaking – 3

**Mathematics (3 hrs)**

College Algebra (or higher) – 3

**Sciences (8-10 hrs)**

General Biology - 5

Physical Sciences Elective – 5

**Fine Arts and Aesthetic Studies (3 hrs)**

Fine Arts Elective – 3

**Cultural Studies (3 hrs)**

World Regional Geography - 3

**Health and Well-Being (7 hrs)**

General Psychology - 3

Developmental Psychology - 3

Wellness Concepts – 1

**Human Heritage (9 hrs)**

U.S. History I or II - 3

Literature Elective - 3

Philosophy or Ethics - 3

**Social Awareness (6 hrs)**

Introduction to Sociology - 3

Social Problems - 3

**Political Awareness (3 hrs)**

American Government - 3

**Business and Technology (3 hrs)**

Business and Technology Elective- 3

**General Electives (6 hrs)**

**\*\* Recommend course in student's future area of study (i.e., History, Political Science, Psychology, Sociology) or a more specific general education requirement based on student's transfer institution (e.g., Foreign Language)**

**Total 60-62 hours**

From an assessment standpoint, the Sociology teacher from the 2017 academic year no longer works at ICC and no data was available from his classes. That said, in analyzing the data from General Psychology, Developmental Psychology, American Government, and World Regional Geography at least 70% of students who completed those courses scored a 70% or higher on the required assessments.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Not applicable

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

Not applicable

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

All of the core courses for this program are in the KBOR transfer matrix and the program assists the college in fulfilling its HLC accreditation (more specifically, it assists the college with criterion 3).



## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

As an interdisciplinary program, the Social Sciences department housed Psychology, Sociology, Political Science and Geography during the 2017 academic year. Although that combination is not common at the four-year schools in our area, the core courses for this program are in the KBOR transfer matrix and the courses taught in this program are commonly taught at the four-year level. As a result, transferring credits from this degree program is seldom problematic and enables students to have a good start towards Bachelor's degrees in Psychology or Sociology. As a graduate, students can then pursue a variety of careers, though graduate school would probably be necessary to obtain a more clear specialization.

### 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

#### Narrative:

Graduates of this program earn an Associate's of Science degree.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
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- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

No budget requests or adjustments need to be made for the Social Sciences program. The disciplines within this program each has one full-time faculty member and teaching loads are not a problem at this time.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

This program review was completed by Brett Gilcrist with the assistance members of the Social Sciences department. Data was provided by the office of Institutional Research.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

Division chair: I agree with the findings of this review. Moving forward, I do believe it will be important to determine if Sociology and Political Science should also break off as separate programs of study like Psychology did. Each of those disciplines has enough courses in the KBOR transfer matrix now that such a move may be pertinent; the question remains, however, would a change like that change the number of majors and degrees awarded at a school where the overwhelming majority of students complete Liberal Studies degrees?

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Annual  
Program  
Of  
Health, Physical  
Education, &  
Recreation (HPR)  
For  
2018-19

Prepared by  
Brett Gilcrist

November 28, 2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
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- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

HPR Assessment Data AY 2018

#### **Number of Faculty:**

1 full time (Gilcrist)

2 part time (Donerson, Floyd)

#### **Enrollment & Student credit hours by Faculty type:**

Full time: 10 total credit hours taught, with 77 total students enrolled

Part time: 24 credit hours taught, 142 total students enrolled

#### **Average Class size:**

16.89 students in Face-to-Face classes

13.40 students in online classes

15.64 students across all courses

#### **Completion rates:**

94.74% face-to-face

97.01% online

95.43% all courses

#### **Pass ('D' or better) rates:**

95.14% face-to-face

86.15% online

92.34% all courses

**Pass ('C' or better) rates:**

93.75% face-to-face

83.08% online

90.43% all courses

**Number of Majors:** 1 (0 returned in Fall 2018)

**Degrees Awarded:** 0



## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

Since no full-time faculty member had ever been assigned to oversee the program until the end of the 2017 academic year, there is no assessment data available on any courses outside of Wellness Concepts (in Wellness, 70% of all students who completed the course scored a 70% or higher on each of the common assessments for the course – a pre-/post-test, a wellness assessment, and a written reflection). Even for those courses where a master syllabus exists and common assessments have been identified, adjunct instructors failed to provide such assessment information. The program also does not have established program-level outcomes allowing for a clear connection between course, program, and institutional-level outcomes assessment.

Below is the information that Brett Gilcrist, who is now responsible for overseeing HPR, prepared at the end of last year to guide assessment within the program moving forward (outcomes and common assessments already existed for Wellness and PC Health):

#### **Intro to PE**

1. Describe the purposes and objectives of physical education.
2. Demonstrate an understanding of the history of Physical Education and how it interrelates with recent changes and current issues in the field
3. Explain the benefits of health lifestyles for the individual, and justify the need for physical fitness education programs in today's society.
4. Develop a personal philosophy of physical education while demonstrating an understanding of its purpose.
5. Demonstrate an understanding of the importance of teaching basic values such as honesty, sportsmanship, empathy for others, and self-respect in physical education.

#### **\*\*Common assessments:**

1. Mixed-format test (multiple-choice and short-answer) to assess outcomes 1 and 2
2. Business plan wherein students address outcome 3
3. Minimum two-page personal philosophy to satisfy outcomes 4 and 5

## **Intro to Sports Management**

1. Define sport management and discuss its international significance.
2. Analyze the historical development of the sports industry.
3. Identify and evaluate major challenges and current trends confronting the sport industry.
4. Analyze the significance of amateur sports, professional sports, lifestyle sports and activities as components of the sports industry.
5. Describe the nature and scope of professional opportunities within the field and explain the functions performed by sports managers and sports marketers
6. Demonstrate an understanding of various theories as they apply to management, leadership and organizational behavior.

### **\*\*Common assessments:**

1. Mixed-format test (multiple-choice and short-answer) to assess outcomes 1-3
2. Interview reflection: Student must interview people at least 10 different people about their impressions concerning outcome 4 before writing a minimum 1.5-page reflection
3. Career plan: Student must select one professional opportunity in the field he/she would be interested in pursuing while addressing outcomes 5 and 6

## **Rules and Officiating**

1. Demonstrate an understanding of the rules of the following sports: football, volleyball, basketball, baseball, and softball.
2. Exhibit the proper training necessary to enter officiating for each sport.
3. Display the proper techniques used by officials for each sport.
4. Exemplify strong communication skills

### **\*\*Common assessments:**

1. Student demonstration: Student is responsible for teaching his/her peers the rules and officiating techniques for at least one sport in order to assess all outcomes
2. Two Official Evaluations: Student must watch two different sporting events (one male sport and one female sports; both cannot be basketball) before writing two minimum one-page critique of the officials in those games (this addresses outcomes 1, 2, and 4)
3. Matching quiz (student matches image of official's signal to call being made) to assess outcome 3

## **Fundamentals of Coaching**

1. Develop a philosophy of coaching based on sound educational principles.
2. Demonstrate an understanding of the role of sports in the schools, and their relationship to the home, community, and academic environments.
3. Demonstrate awareness of the problems related to safety, liability, and law in relation to nutritional practice, drug use, facilities, conduct of practices, and competitive events.

4. Develop policies related to discipline, substance abuse, conditioning, conduct of players, grades, response to officials, and team cohesiveness.

\*\*Common assessments:

1. Mixed-format test(s) (multiple-choice and short-answer) to assess outcomes 2 and 3
2. FINAL: Minimum three-page personal philosophy to satisfy all learning outcomes

### **Drugs in Sports**

1. Explain foundational concepts and terminology appropriate to drug use in sport.
2. Describe the factors which predispose athletes to drug use.
3. Differentiate between various drugs and their effects, both physical and psychological, on athletic performance.
4. Summarize the factors that contribute to the successful cessation of drug use.
5. Analyze effective decision-making skills.

\*\*Common assessments:

1. Pre- and post-test (assesses all outcomes)
2. PowerPoint presentation: Student will summarize recent cases (at least 3) involving athletes' use of a particular drug before discussion how they believe the cases should have been handled and positing potential preventative measures (assesses outcome 5)
  3. Case Study: Student will receive a case study describing an athlete and the drug he/she has misused. Utilizing outcomes 1-4, the student will analyze the case from a textbook/class perspective.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Not applicable for HPR

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

Not applicable for HPR

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

Currently, Personal and Community Health is the only HPR course to be articulated through the KBOR transfer matrix. All other courses are considered electives, though Wellness Concepts does satisfy a general education requirement at both ICC and many of the area 4-year

institutions. The program also falls under the accreditation umbrella provided by the Higher Learning Commission (HLC), specifically helping ICC address criterion 3.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

This program underwent significant changes following the comprehensive review of HPR last Spring. In particular, the decision was made to restrict the number of free electives offered within the program of study while also limiting the number of less transferable HPR courses being offered each semester at the college. Also, the program itself was updated to better reflect the general education requirements at ICC (see below):

#### **Health, Physical Education, and Recreation**

Degree: Associate of Science

#### **Analysis and Oral Communication (9 hrs)**

#### ***Course Title Credit Hours***

English Composition I - 3

English Composition II - 3

Public Speaking – 3

**Mathematics (3 hrs)**

College Algebra (or higher) – 3

\*Please review the science requirements at your potential transfer institutions to determine if you need Chem I or General Chemistry

\*\*Depending on the four-year institution to whom you are transferring, A&P may be a required course

\*\*\*Will transfer to KU and WSU if student is pursuing a Sports Management degree, otherwise only a required part of a degree in PSU's Recreation program

\*\*\*\* **Students are encouraged to consider the requirements of their potential transfer destinations to determine which elective course would be best**

**Sciences (8-10 hrs)**

General Biology - 5

Chemistry I\* – 5

**Fine Arts and Aesthetic Studies (3 hrs)**

Music Appreciation – 3

OR Art Appreciation – 3

**Cultural Studies (3 hrs)**

World Regional Geography - 3

**Health and Well-Being (4 hrs)**

General Psychology - 3

Wellness Concepts – 1

**Human Heritage (9 hrs)**

Select U.S. History I or U.S. History II - 3

Introduction to Literature - 3

Choose an additional elective from this category - 3

**Social Awareness (3 hrs)**

Introduction to Sociology - 3

**Political Awareness (3 hrs)**

American Government - 3

**Business and Technology (6 hrs)**

Personal Finance – 3

AND select one of the following:

Introduction to Business – 3

OR Computer Concepts and Applications – 3

**Major Requirements (6 hrs)**

Personal and Community Health - 3

Introduction to Physical Education – 3

**Recommended Electives (3-5 hours)**

Anatomy and Physiology\*\* – 5

Introduction to Sports Management\*\*\* – 3

Free elective\*\*\*\* – 3

**Total 60-62 hours**

## 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

An Associate of Science degree is the only degree/certificate offered in this program.



## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

No budget requests or adjustments are requested at this time. With the reduced course offerings after re-emphasizing transferability, it should now be even easier to cover all the necessary courses students require without the hiring of a full-time faculty member. If anything, a stipend might be considered to better encourage adjunct faculty to enter assessment data but it is unknown how such an incentive might work.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

Brett Gilcrist is the only person who worked to complete this program review though he did receive the assistance of the Institutional Research department in gathering data.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

Division Chair: I agree with the findings of this report. I think HPR can be a valuable program at ICC, but I think it is unrealistic to expect it to grow until the four-year schools are willing to articulate more transfer courses.

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Annual  
Program  
Of  
Early Childhood  
Education (ECE)  
For  
2018-19

Prepared by  
Brett Gilcrist

November 29, 2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

ECE Assessment Data AY 2018

#### **Number of Faculty:**

0 full time

4 part time (Casteel, Jones, Abernathy, Harmon)

#### **Enrollment & Student credit hours by Faculty type:**

Full time: 0 total credit hours taught, with 0 total students enrolled

Part time: 17 credit hours taught, 25 total students enrolled

#### **Average Class size:**

0 students in Face-to-Face classes

4.17 students in online classes

4.17 students across all ECE courses

#### **Completion rates:**

0% face-to-face

96% online

96% all ECE courses

**Pass ('D' or better) rates:**

0% face-to-face

91.67% online

91.67% all ECE courses

**Pass ('C' or better) rates:**

0% face-to-face

91.67% online

91.67% all ECE courses

**Number of Majors:** 6 AAS ECE (3 returned in Fall 2018), 0 Cert ECE

**Degrees Awarded:** 0

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

Since no one had been in charge of the ECE program prior to its comprehensive review in Spring 2018, no assessment data was collected and entered for the 2017 academic year. That said, this program is being updated and enhanced as a fully-online certificate/degree program which will make assessment collection much easier moving forward. With a fully online degree, assessment data can be pulled from the learning management system (currently Canvas) and analyzed according to the course objectives by the individual overseeing the program.



## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

None at this time.

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

None at this time.

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

Partnerships are being examined, in particular with Pitt State, but otherwise the program is not integrated into the KBOR transfer matrix. The program does help the college meet HLC's criterion 3 for teaching and learning.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

Currently this program is intended as a certificate program preparing graduates to work as early childhood educators in daycares and/or preschools. Although transfer options are being analyzed, articulation agreements do not exist at this time.

### 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

#### Narrative:

Currently this program is intended as a certificate program preparing graduates to work as early childhood educators in daycares and/or preschools. Although transfer options are being analyzed, articulation agreements do not exist at this time.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

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- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

Currently this program's course offerings are taught by adjunct instructors. As a result, budget constraints are minimal. If online enrollment at the college grows this program may require someone to oversee the communication and management of those adjunct instructors, but that is at least a few years down the road.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

This program review was completed by Brett Gilcrist, the Division Chair for the Humanities/Social Sciences. Data was provided by the Institutional Research office.

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

Division chair: I agree with the findings of this review. The program has undergone multiple changes over the last few years, but it appears it has the staying power to blossom as online enrollment improves.

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Annual  
Program  
Of  
Business  
Administration  
For  
2017-2018

Prepared by  
John Eubanks

11/29/2018



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
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- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*



Narrative:

Although the IR department lists five full-time and three part-time faculty for the Business Administration degree it should be noted that the majority of the business Administration core classes (Financial Accounting, Managerial Accounting, Micro and Macroeconomics, Personal Finance and Introduction to Business) are taught by one full-time and one adjunct instructor. It is sometimes misleading to list all Faculty just because they teach one specific class that is needed for the degree.

Number of Faculty (Full Time; Part Time; Total)

- 5 full-time
- 3 part-time
- Student Credit Hours by Faculty Type
  - Full time: 56 total credit hours taught
  - Part time: 18 credit hours taught
- Enrollment by Faculty Type
  - Full time: 243 total students enrolled
  - Part time: 61 total students enrolled
- Faculty Name by Type
  - Full time: John Eubanks, Melissa Ashford, Jody Coy, Shufang Liu and Brian Southworth
  - Part time: Cranmer, Ran Ren and Hester
- Average Class Size, Completion, and Attrition
  - Average Class Size
    - 12.53 students in Face-to-Face classes
    - 13.2 students in online classes
    - 12.67 students across all courses
  - Completion
    - 93.28% face-to-face
    - 93.94% online
    - 93.42% all courses
- Number of Degrees/Certificates Awarded
  - 2
- Number of Graduates Transferring (if available from IR)
  - Information was not available
- Number of Graduates Working in Related Field (technical programs only)
  - Information was not available

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

This was the first year that the new Associates of Science in Business degree was in place. Reviewing the majority of the core classes, some variations from last year's data was found but there was still no need for significant changes. One other item: The Kansas Core Outcomes Group met and discussed the outcomes for Micro and Macroeconomics. The outcomes have been modified and will be reflected in next year's assessment data once they are approved by the Kansas Board of Regents.

Some examples of the outcomes of those classes and what changes were made based on that information is given below.

#### **Spring**

##### **Assessment results**

##### **Financial Accounting**

1. Analyze and properly record economic transactions

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this assessment with a 77% accuracy.

Note: Students were having trouble when recording merchandising sales entries.

Changes: Will create different examples and spend more time focusing on these entries next Fall.

2. Record Adjusting Entries

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with a 75.4% accuracy.

Changes: Because students performed so well in the Fall 2017 semester I felt I could spend less time on this topic. Even though I still met the goal this is 7.7% less students meeting the requirement as last semester. Will return to using the same amount of time in class on Adjusting Entries.

### 3. Prepare Financial Statements:

- Income Statement
- Statement of Equity/Statement of Shareholders' Equity/Statement of Retained Earnings
- Balance Sheet
- Statement of Cash Flows

Students will complete the assessment measure with 75% accuracy.

Outcome: Students completed this with an 80.5% accuracy.

Changes: Even though students exceeded expectations I noticed that some had difficulty in formatting statements correctly. Will create or find a video for students to watch after class (as an assignment) to reinforce proper formatting.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

#### Narrative:

The AS Business Administration is a transfer degree and there is no advisory committee. The degree was changed last year to meet 2+2 requirements of the majority of Kansas regent schools.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

#### Narrative:

None

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

#### Narrative:

The AS Business Administration meets the Kansas Board of Regents articulation requirement for students transferring to any Kansas regents University. If this program is followed, students should be able to transfer to any of the Regent's schools. All the core classes for the AS Business Administration degree have met the Kansas Core Outcomes approval as equal transfer class to all Kansas colleges and universities. This shows alignment with KBOR and HLC's accreditation requirements.

The following are HLC goals that are being addressed in this review:

#### Core Components

3. A. The institution's degree programs are appropriate to higher education.

1. Courses and program are current and require levels of performance by students appropriate to the degree awarded.
  - This program meets this core component by offering the first two years of a 4-year degree.

This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

- Excellence: Academic excellence of this program has been met through the completion of this review and the continuous improvement of all courses. Continuous improvement is achieved through assessment of student learning and then using the assessment to make course updates to better help students learn.
- Responsiveness: Updated the AS Business Administration program to meet the KBOR articulation agreement to ensure seamless transfers to 4 year universities.
- Diversity/Enrichment: Students are exposed to International business issues.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented.

The Bureau of Labor Statistics indicates why the business degree should remain as an option on ICC's campus. Students should be encouraged to get their bachelor's degree, however, even with an Associate's Degree many job opportunities are available to them (see section 5.1). According to the U.S. Bureau of Labor Statistics, the demand for business administrators is expected to grow about as fast as average for all occupations.

(U.S. Bureau of Labor Statistics' 2018-19 Occupational Outlook Handbook)

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

The AS Business Administration degree program follows KBOR's articulation agreement for transferring to any Kansas university. If the degree program is followed, students should be able to seamlessly transfer to any of the Kansas universities and many out-of-state colleges. All of the core classes for the Business Administration degree have met the Kansas Core Outcomes approval as an equal transfer class to all Kansas universities. This shows alignment with KBOR and HLC's accreditation requirements.

Here are the most common places where business administration professionals can be found according to the Bureau of Labor Statistics:

#### **Sales Managers**

Management of Companies and Enterprises

Car Dealers

Wholesale Electronic Markets

Computer Systems Design

Department Stores

#### **Financial Managers**

Depository Credit Intermediation

Management of Companies

Accounting, Tax Prep, Bookkeeping and Payroll Services  
Insurance Companies  
Local Government

**HR Management**

Management of Companies  
Local Government  
Hospitals  
Employment Services  
Computer Systems Design

**Marketing Management**

Management of Companies  
Computer Systems Design  
Management, Scientific and Technical Consulting  
Insurance Companies  
Advertising and Public Relations

(U.S. Bureau of Labor Statistics' 2018-19 Occupational Outlook Handbook)

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

**AS Business Administration**

All of the core classes are Kansas Core Outcomes approved and are classes that satisfy the "Business and Technology" requirements of the majority of programs offered at ICC.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

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- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

Budget request would include the continuation of a full-time instructor and the possibility of hiring a part-time instructor who can teach in both the accounting and business field. Would also like to request that funds be set aside to provide for marketing of both the Accounting and Business degrees. This is to help inform the public that these degrees are available at Independence Community College for them to pursue.

- Set aside marketing dollars to market the program. To do this I would recommend creating an advertising campaign that would present all of the Accounting and Business programs available to the public and market using flyers, ads, etc. \$2,500 with help from fab lab to create some of marketing materials.
- Hire a part-time instructor to teach accounting and business classes. (This could be 2 or 3 adjuncts one class each) \$500 cr hour x 9 cr hours total = \$4,500.
- Request a new projector be purchased for AC113 so that students can see spreadsheets when presented in class. **(Note: College purchased and placed new projector in classroom November 8th)**

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

This report was prepared by John Eubanks using class assessment information, IR information provided by Anita Chappuie, and online research. Information on classes and enrollment was requested and received from the Institutional Researcher. Information from the Bureau of Labor Statistics.gov was also used to provide the outlook on future job needs.

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

### 9.2 VPAA and/or Administrative Designee Response

#### Narrative:

How does the College promote this program through focused marketing? Does the College provide any program specific scholarships? I agree with the narrative presented in this report.

Brian Southworth, STEMB Division Chair, 12.6.2018



## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.